APPENDIX

TO THE

SIXTY-SEVENTH REPORT

OF THE

COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND,

FOR THE YEAR 1900.

SECTION I.

General Reports on the State of National Education by Inspectors and others.

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APPENDIX TO THE SIXTY-SEVENTH REPORT

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COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND,

FOR THE YEAR 1900.

SECTION I.—GENERAL REPORTS on the STATE of NATIONAL EDUCATION in 1900, by INSPECTORS and OTHERS.

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The Commissioners desire it to be distinctly understood that they do not hold themselves responsible for the opinions expressed in these Reports, nor do they feel called upon to adopt any suggestions they may contain.

I.—General Report by Chief Inspector Mr. E. Downing.

Reports on the State of National Education.

Mr. E. Downing.

Gentlemen,—

I beg to submit, through you, to the Commissioners my first report as Chief Inspector, which office I have held since 1st April, 1900.

This report refers to the year ended 31st December, 1900, a period of far-reaching reform and of transition in the system of National Education. No change has been made in the fundamental principle of "affording *combined* literary and moral, and *separate* religious instruction, to children of all persuasions, as far as possible, in the same school," nor in the plan of managerial government; but in all other respects the system has undergone numerous radical changes, which will be referred to in due course.

My division may be roughly described as the southern half of Ireland; or, more definitely, as comprising the former head inspectors' circuits, of which South Dublin, Cork, and Galway were the official centres.

Supply of school accommodation.

Within this area schools are sufficient in number, and are, on the whole, conveniently distributed. There are no complaints of want of schools within reasonable distance of any children; but the accommodation afforded by the houses and premises is still, in a large number of instances, unsatisfactory. Cabins of the rudest type are still to be met with as the habitations of National schools, and, notwithstanding the very laudable efforts of many managers and the expenditure of large sums from the public funds, there remain numerous cases of uncomfortable school-houses and of unsanitary or inadequate premises.

Serious faults have been found with the plans of some school-houses recently erected with State aid, and with the character of the furniture supplied to them. The desks supplied in some instances are unsuitable, being too long, and being of the same pattern and same height, whether intended for Sixth Standard pupils or for Infants. It, therefore, seems clearly imperative that, in future, all building plans and designs for furniture should, before adoption, be submitted to the scrutiny of an *educational* expert. The plans of the Board of Works need a total revision, in view of the requirements of the revised programme. The vested school-houses, even those vested in the Commissioners, built in the early years of the National Board, are now very antiquated and unsatisfactory. Those more recently built will, I fear, prove soon out-of-date, if they are not so already. An *immediate* revision of the plans is therefore necessary, so that future buildings may be more in accordance with modern notions. If seating accommodation for all pupils is to be provided, a very general enlargement of the school buildings will be necessary.

The premises vested in local trustees deteriorate very fast, as a rule, for want of proper attention. Some means of providing funds for

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Mr. E. Downing.

School accommodation.

their timely repair should be devised. It is bad economy to spend public funds on buildings without providing effectively for their preservation.

In localities where a supply of peat is not convenient, complaints are frequently made of the discomfort of the school-rooms in winter for want of proper heating. In several districts peat fuel is becoming very scarce.

The following extracts from General Reports for the year 1900 express the views of the Senior Inspectors of my division on this question of supply of school accommodation.

Mr. Stronge:—

"Efforts are being made throughout the whole circuit to provide more comfortable and suitable houses.

"If every child is to be provided with a seat, as is the case in Great Britain and Germany, much larger school buildings will be required. I hope the new school buildings will be constructed with more taste and more regard had to the arrangement of the school-rooms.

"It is very desirable that in the case of new buildings, a competent expert in all school work should be consulted before sanction is given to a proposed plan of building and furnishing.

"The desks supplied to vested school-houses are very inconvenient in construction, especially for girls, and thereby involve waste of time and want of precision and simultaneity of movement. If they have to be moved, as desks often have, it is a toil and trouble to the movers, and injurious to the desks, as their very weight causes those strains and jars which precede ricketiness and lead to a final break up. Dual desks of different heights, according to the ages of the children, are in use in nearly all the Convent schools. They are somewhat more expensive than the ordinary desks, but they are infinitely more convenient, and, in my opinion, the Commissioners should not permit any other form of desks to be supplied to vested schools.

"In my special reports upon vested schools, I have very frequently —indeed, generally—to call attention to the state of the grounds and the neglected appearance of the buildings."

Dr. Alexander:—

"At the present rate of progress, many years must elapse before adequate and suitable accommodation will have been provided in all the localities in which it is needed.

"While much has been done to provide proper accommodation, it is still true that in a considerable number of cases the work of instruction has to be carried on in houses that are badly in need of structural improvement, or are totally unsuitable from every point of view.

"Speaking generally, I cannot report any material improvements in the way in which the school-rooms and premises are kept. Evidences of neatness and taste are too rarely observable."

Mr. McClintock:—

"So far as I have had an opportunity of judging, the schools appear to be properly distributed to meet the educational wants of the people, and the houses are, except in two or three cases, large enough to give ample accommodation to the children in attendance. There are some instances of double schools, boys and girls separately, where

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a single mixed school would be more effective. The attendance, I dare say, was at first sufficient to justify their recognition, but a diminishing population and the increasing necessity for child labour at home have brought about a condition of things in which one efficient school would do more work than two small ones.

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"The general condition of the houses may be described as fair. In about twenty cases new houses will be required in this district in the near future to supersede buildings which are more or less unsuitable.

"The entire absence of a playground is a rather common defect. Even the recreation of the children should be given an educational trend by means of games, &c., under the supervision of the teacher, but this cannot be effectively done when the half hour has to be spent on the adjacent highway, lane, or graveyard. The offices are kept fairly clean, but are not so well attended to as the houses in the matter of repairs. They are often erected too close to the school-room. There are eleven cases in which these conveniences have not been provided."

Mr. Smith:—

"The portion of the City of Cork south of the Lee needs additional accommodation for boys. Douglas-street Monastery National School is filled to its utmost capacity, and although there is abundant space in the Model schools, it is not taken advantage of, for reasons which need no mention here. Besides, this portion of the city is rapidly increasing, owing to the erection of new buildings, and this renders the want increasingly urgent. The main difficulty against building is the unreasonably high price asked for any suitable site. In the rural portions of the district the accommodation is, as a rule, more than sufficient, for the tide of emigration and its consequent decrease of population is making itself felt in the school-rooms.

"In point of accommodation all save a few schools are satisfactory; but with respect to heating and comfort, a large number must be classed as unsatisfactory. In many of the latter the heating arrangements are insufficient, a small fireplace being altogether inadequate for the proper heating of a large room; but in most cases the insufficiency arises from want of an adequate supply of fuel and of suitable means for the provision thereof, no local funds other than subscriptions by the pupils being available. This subscription list is usually managed by the principal teacher without the intervention of the manager, and is not, in my opinion, a satisfactory way of coping with the difficulty, as the great number of cold, cheerless school-rooms proves."

Mr. Hogan:—

"The condition of the school buildings is, on the whole, satisfactory. In twelve cases new buildings are urgently needed in this district, but I see no immediate prospect of having these needs supplied.

"In nearly twenty cases of small separate schools for boys and girls, amalgamation is to be desired."

Mr. Dalton:—

"There are no local organisations, no funds, and consequently no regular arrangements for the periodical and timely renovation of the large majority of the school-houses of the district.

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"The school-houses vested in the Commissioners are repaired at reasonable intervals by the Board of Works. The newer of the school-houses vested in local trustees look fresh and well, but the older of them do not differ in appearance from the general run of non-vested houses. Some of the buildings vested in trustees are among the oldest school-houses in the district, and two or three of them are among the shabbiest and most dilapidated. A few of the non-vested buildings are little better than hovels, and many of them, even the more solidly built ones, are unceiled, barn-like structures, bare-looking, uncomely, and uncomfortable. We are gradually replacing the worst of the non-vested houses by new vested buildings. Two of these new buildings have been completed during my time here, and three or four others are about being commenced.

"No regular provision is made for the heating of the schools during the winter season. I was surprised and pained during the past three months to witness the total disregard of the most elementary claims of the health and comfort of the children that prevails in this respect. During the month of October last I visited over sixty schools of the district. Everyone knows that the weather throughout the month was exceptionally wet and inclement; yet in the schools visited incidentally, I came only on three which had got fires."

Mr. Craig:—

"The school-rooms are kept fairly clean and neat, and ventilation is, as a rule, attended to, but in the winter they are not sufficiently heated. There are no regular funds for purposes of repairs, &c., and very few of the schools present an attractive outside appearance, with premises suitably enclosed, grounds nicely kept, and out-offices carefully looked after."

Attendance of Pupils.

Attendance of pupils.

The attendance of pupils has seriously declined during the year, and a considerable number of assistants had consequently to retire. The effect of epidemics may have been slightly above average, but the chief reason of the decline must be sought for, I fear, in the diminution of the population of the country. Under the Results system, the requirement of 100 attendances to qualify for examination afforded a considerable stimulus to both teachers and pupils. The withdrawal of this stimulus has, no doubt, contributed to the decline of attendance; but to what extent it is not, as yet, possible to estimate. As a set-off to this drawback, every possible effort should be made to render the inferior schools more comfortable and attractive.

In point of *regularity* of attendance, there is no material improvement to record, notwithstanding that the Compulsory Attendance clauses of the Act of 1892 have been put in force in several places during the year.

Under this head I quote the following passages from the General Reports of the Senior Inspectors:—

Mr. Dewar:—

"The attendance of pupils is irregular and cannot be deemed satisfactory. In some of the towns the Compulsory Act is in force, and helps to lessen the evils of irregular attendance, but in other portions of the circuit the continuous wail is heard that the efforts of the

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teacher are paralysed by irregular attenders. Their presence upsets the progressive nature of class work, and dulls the energy and lessens the interest of the pupils who attend regularly and desire to improve."

Reports on the State of National Education.

Mr. E. Downing.

Attendance of Pupils.

Dr. Skeffington:—

"In New Ross the Compulsory Attendance Act has recently been put in force, and so far with good effect, and in this case it has been extended to a rural area. Several cases of over-grown pupils in elementary classes show the need there was for compulsion."

Mr. McClintock:—

"Managers and teachers complain of the irregularity of the attendance of the pupils. This is in part due, no doubt, to the remissness of parents, but the main cause, at least in rural districts, is the increasing difficulty of procuring farm labourers. Small farmers cannot afford to pay the high wages now demanded, many young men and women emigrate every year, and the owner of a few arable acres cannot be blamed for getting as much help as he requires from his school-going children, particularly at the busiest seasons. The alternative would to him probably mean insolvency. The establishment of creameries has not tended to improve either regularity or punctuality of attendance.

"The Compulsory Attendance Act was put in force in the town of Kilkenny within the past twelve months for the first time, but it is impossible to give an approximate estimate of its effect, because diphtheria has been prevalent in the city for several months, and has interfered to a large extent with the schools. The Model school was closed for a considerable period, and seven other schools for some weeks. This Act is not in force in any other town in this district."

Mr. W. A. Brown:—

"It is surprising to what a small extent ordinary wet weather deters even little children from attending school. The perseverance of such pupils, badly clad as they often are, should be a powerful appeal for punctuality on the teachers' part, so that the lighting of fires and other arrangements for their comfort might be completed before the arrival of the earliest of the weather-beaten little travellers. The pupils and I arrived more than once last year too soon for the teacher."

Mr. Craig:—

"The greatest obstacle to progress is irregularity of attendance. This is not only the case where there is no compulsion, but even in those places where the Compulsory Education Act is at present in force. In Queenstown, the work of compulsion has been carried on since 1894. I extract the following statistics from the returns of Queenstown Convent School—one which affords an excellent education to its pupils and should, therefore, have a regular attendance. The figures are taken for 1893, the last year prior to the introduction of compulsion; for the year 1894, the first of compulsion, and for the year ended 31st December, 1900.

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Reports on the State of National Education.

Mr. E. Downing.

Attendance of Pupils.

QUEENSTOWN CONVENT.

Years.	Average on Rolls.	Average Attendance.	Percentage of actual to possible Attendances.
1893, ...	791	489	61·8
1894, ...	742	535	72·1
1900, ...	704	457	65·0

"The Act applies to Midleton and Lismore since 1899, and I give similar returns for the largest National schools in each of these places:—

MIDLETON CONVENT.

Years.	Average on Rolls.	Average Attendance.	Percentage of actual to possible Attendance.
1898, ...	589	417	70·8
1899, ...	608	418	68·7
1900, ...	604	369	61·0

LISMORE CONVENT.

Years.	Average on Rolls.	Average Attendance.	Percentage of actual to possible Attendances.
1898, ...	271	180	66·4
1899, ...	261	174	66·6
1900, ...	228	162	71·0

"The population in the rural parts continues to decrease, and, while two years ago there were fifty-three assistants, there are now only thirty-eight, so many as fifteen schools losing in such a short time the services of assistants, owing to insufficient average attendance."

THE REVISED PROGRAMME.

The Introduction of the Revised Programme.

The work done during the year consisted mainly of reorganisation, adjustment of syllabus for each school, drafting of new Time Tables, and trials of new methods; and consequently a report on the present efficiency of the schools is resolved into a statement of the progress made towards the adoption of the new scheme.

The Revised Programme not merely prescribes certain new subjects and excludes some old ones; but also involves some radical changes in the methods of instruction. It allows to managers and teachers a certain amount of freedom of action not permitted by the old pro-

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gramme, and this calls for the exercise of some local initiative for which there was previously no demand. The manager and teacher have now to determine the number of divisions which it is desirable to make of the school for convenience of instruction. They have to select the subjects to be immediately introduced, in addition to English and Arithmetic, which are the only ones absolutely obligatory. In the case of some subjects they have to select or frame a suitable syllabus for each. Some of the new subjects the teachers had to learn, and provision had to be made for their instruction. I shall endeavour to describe what has been done.

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Mr. E. Downing.

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Under the head of English, increased attention is given to Reading, and particularly with regard to distinctness of articulation. In the junior classes the pupils are required to give their answers to questions on the matter of these Reading lessons in complete sentences, and this, with the oral composition pretty generally introduced in Third Standard, prepares the way for Written Composition now commenced in Fourth Class. Word Building has been introduced to some extent, and Analysis of Sentences pretty generally.

Under the head of Arithmetic, the children in the early standards are required to deal rationally with *concrete* numbers, and derive a practical knowledge of the measures of length from the use of a graduated rule or tape. Some schools are supplied with a pair of scales and the ordinary weights, and in these cases the pupils are made familiar with the use of these weights. The teachers have commenced pretty generally to introduce the pupils to a knowledge of decimals by means of a rule divided into tenths of an inch; and several have provided themselves with a metre scale, and made use of it to explain decimals to a second and third place. In some instances models of the measures of capacity have been procured. Mental Arithmetic is receiving increased attention, and is taught on more rational lines than formerly. In many schools the various processes of Arithmetic are now introduced and explained rationally by means of easy mental examples. The course of Arithmetic is, however, considerably curtailed, to which considerable objection on the part of parents has been expressed.

In Kindergarten methods and Manual Instruction but little progress can be recorded. A good many teachers have been trained in the subject, and many more are undergoing training in it, but for want of the necessary apparatus and materials very little has as yet been done in the schools.

Drawing has been commenced in many schools in which it was not formerly taught. The progress made is as yet, of course, insignificant. A proper method of collective instruction is not, as a rule, as yet adopted.

Object Lessons in the junior classes receive more attention than formerly, and are conducted somewhat more efficiently. In regard to them, however, there is but little progress to be noted; whilst, as regards Elementary Science, practically nothing has as yet been done in the schools.

Some teachers have been trained in this subject, but, except in a few cases, the necessary apparatus is not, so far, provided. A course of instruction suitable for the rural schools has yet to be devised, and also a course suitable for girls.

Singing has been introduced into many schools in which it was not previously taught. A large number of teachers have received instruction in the Tonic Sol-fa method, and much enthusiasm is evinced in regard to the very satisfactory promotion of this subject.

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Mr. E. Downing.

The introduction of the Revised Programme.

Physical Drill has been very generally taken up, and with fair success. No provision was made for instruction of the teachers in this branch, but they organised classes themselves and engaged competent instructors. A special programme for girls seems necessary.

Somewhat increased attention is given to the cultivation of good manners and good habits on the part of the pupils, but there is not much progress to record under this head. There is as yet little sign of method in this kind of training.

A considerable number of female teachers have received practical instruction in Cookery and Laundry, but here again the want of funds for the purchase of the necessary utensils and materials has prevented the introduction of these subjects into the schools except in a few cases.

Some progress has been made towards the introduction into the schools of *collective* and *systematic* instruction in Needlework, instead of the desultory hints formerly given to individual pupils.

There is to be noted a marked increase of instruction in the Irish Language which is now taught, not as formerly, merely to the senior classes, but in all grades. Songs in the Gaelic tongue are now frequently heard in National schools.

The teachers, on the whole, have evinced an earnest desire to carry into effect the programme set before them, and, although at first, for a time, bewildered with the novelty of it, they seem to have proved equal to the trying occasion.

It should be borne in mind that formerly very little freedom of action was allowed to the teachers, and therefore a large display of originality is not to be expected at once. At the same time it seems to me that they have not got sufficient credit in the past for the abilities and power of initiative of which they are giving proof.

The following extracts from the General Reports will explain the views of the Senior Inspectors on the above topics:—

Mr. Stronge:—

"The teachers have not hesitated as to their duty. They have exerted themselves loyally in introducing the New Programme. They have drawn up new Time Tables, have reorganised their schools, and have entered upon the teaching of the new subjects, even though many of them show that their knowledge of these subjects is such as to be an absolute bar to the giving of useful instruction in them. Indeed, the anxiety of some of them with regard to the new programme is almost feverish. It is this anxiety that is the best guarantee of the success of the New Programme, and the teachers deserve every credit for their courage and promptness in entering at once upon the new path.

"The Convent schools have so far been more successful than other schools in bringing the New Programme into full operation. Their teaching power is not so circumscribed as in ordinary schools; they have larger staffs as a rule, and while one member of the community is an expert in singing, another is an expert in drawing, and a third is a competent instructor in kindergarten—the foundation of hand and eye training.

"Their school buildings, too, consist of many rooms, an advantage which enables them to teach the various subjects without derangement of the school routine, and spares them the labour—only partially effective—of teaching different subjects or classes in the same room. Their schools, too, are better equipped in regard to furniture and school appliances."

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Dr. Alexander:—

Reports on the State of National Education.

Mr. E. Downing.

The introduction of the Revised Programme.

"Thirty-four teachers from this circuit attended the course of Hand and Eye Training given by Mr. Bevis, Head Organiser, in Dublin. I find from inquiry that, owing to the lack of materials, very few of these teachers have been able to introduce this branch into their schools with any degree of completeness.

"The want of funds will, I fear, prevent the introduction of Cookery and Laundry work into the great majority of schools, unless the Commissioners can see their way to make an "equipment grant" to each school. Fifteen teachers attended the first course of lessons in these branches given in this city. They returned to their schools in November. Since that date instruction in Cookery has been actually commenced in only one school, and that only on a very limited scale, owing to the want of a sufficient supply of materials. In two others preparations for making a beginning are in a forward state, and in five others it is hoped that some assistance may be obtained from local sources. In the remaining seven schools, Cookery and Laundry instruction are not at all likely to be introduced unless grants be made by the Board towards the cost of stoves and utensils.

"It is my pleasing duty to report that, so far as my experience has gone, the teachers show an entire readiness to meet the responsibilities laid upon them by the New Programme, and that many of them have not spared either money or effort to prepare themselves for the efficient discharge of their new duties.

"The intelligent carrying out of the New Programme involves such a complete departure from the time-honoured methods followed under the Results system, that many teachers may find it difficult, if left unaided, to adapt themselves to its requirements."

Mr. Dewar:—

"The teachers are earnest, energetic, and painstaking, and attend to their schools with commendable fidelity. They work before school hours and after school hours, and if their work does not prove effective, as sometimes happens, the fault cannot be attributed to inattention or neglect. Even those who fail work hard.

"Failure is primarily due to want of method in the management of a school—want of skill in teaching a school as opposed to teaching a class. The ability to teach two or even three classes well is often joined to an inability to arrange work for four or more classes, and it is not unusual to see in a school several classes receiving suitable and effective instruction, while other classes are idle, or virtually so, and for these classes which lie outside or beyond the powers of the teacher, their idleness is convertible into loss of progress and proficiency. I am well aware the effective administration of a school is not an easy task, but it is one which has to be faced every day by every teacher who regards the inculcation of habits of industry and application as an important part of his office, and as an essential to success.

"But failure in proficiency is also due to want of method or skill in teaching a class. This want resolves itself into individual tuition as contrasted with class instruction, whereby the time of the teacher is wasted in continual iteration of the same matter, and the interest

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Reports on the State of National Education.

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The introduction of the Revised Programme.

of the pupils is not sustained; or in defective preparation of the best means of "imparting lucidity to the subject, and of easing the necessary intellectual labour of comprehension." The introduction of the syllabus of the work to be done by each class for each week, has proved helpful in securing a proper sub-division of the work for a year, and in fixing attention upon the definite portion specified for the week. It limited the extent of the matter for each lesson, and enabled the teacher to test if his instruction was understood.

"The interval which has elapsed since the promulgation of the New Programme is rather short to enable one to determine, with any degree of accuracy, the merit of the work already done, but it is pleasing to record the alacrity which the teachers have shown in making preparations for the inauguration of the scheme.

"Explanation of words and phrases is, on the whole, fair. There is a growing tendency to give this branch an undue share of the time devoted to the Reading lesson. At one time Explanation was ignored, and now the swing of the pendulum has gone too far in the opposite direction. In some schools Explanation has been quietly thrusting Reading aside. The pupils read one line, sometimes less, when they are stopped by the teacher to be questioned on some word or words. Explanation is, no doubt, important, and ought to get adequate attention, but when it monopolises most of the half hour devoted to a Reading lesson, and crushes the teaching of Reading proper into a few minutes, it is assuming an importance to which it has no claim.

"Grammar is fair in the junior classes and rather poor in the senior. Lessons on this branch are given with regularity, but they scarcely ever deal with a special, definite portion of the course. At each lesson every word and passage, taken apparently at random from the reading-book, is parsed, and an indiscriminate sort of conversation takes place on every part of speech. The work done at one lesson is too wide and varied, and the lesson fails through want of concentration and impressiveness. The written tests are often poor, and yet the knowledge of the pupils is much better than the written test would indicate. I have found pupils, when questioned orally on their written work, not only able to correct blunders, but give reasons in support of their corrections. There is little doubt that the desultory kind of tuition adopted in this subject has led to a desultory kind of thinking and answering.

"The exercises which form part of the programme for Infants receive considerable attention, and have been the means of casting a ray of brightness into a day which was formerly devoted to reading and repeating long lines of meaningless tables.

"The Object lessons have not always proved successful. The plan of the lesson had not been carefully arranged, and the questions did not spring naturally from one to another, while the language of the teacher was often beyond the comprehension of his pupils.

"Some branches have not yet been attempted, such as Hand-and-Eye Training and Elementary Science, but other branches have been taught, and of these Drill is the most common. The pupils evince a keen interest in the movements, and execute them with fair precision and dexterity. Tonic Sol-fa music has also been attempted.

"A beginning has also been made in Drawing, but there is a tendency to avoid class instruction, and to resort to the old method of individual tuition."

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Reports on the State of National Education.

Mr. E. Downing.

The introduction of the Revised Programme.

Dr. Skeffington:—

"The New Programme, though only issued in September, has already been taken up in several respects by all schools, especially after their annual examinations, and in all schools since the beginning of 1901.

"As regards proficiency, I consider Reading is improving in clearness and intelligence, while Explanation is decidedly making progress.

"Measuring with graduated tapes and rules is tried in all schools from First Class up, and is found very interesting.

"Kindergarten was even previously well taught in all Infants' schools and Infant departments in this district, but the special courses of Hand-and-Eye training for the ordinary schools and upper classes have been introduced in two large schools by assistants trained at the summer course in Dublin. These teachers give very good lessons in this subject, evidently interesting the pupils much, and decidedly calculated to teach accurate observation, careful imitation, and correct expression.

"Drawing was already taught in many schools, and is being adapted to the new courses. All certificated teachers are now taking up the subject, and some are beginning even without certificates.

"Singing had also been taken up previously in the majority of large schools, and is now attempted in others, and, in several cases, with good effect.

"No branch of the New Programme has been more readily or more generally adopted than Physical Drill, nor is there any exercise more enjoyed by the pupils, both boys and girls. In large town schools the services of professional teachers of this branch have been obtained, and the testimony of the teachers is general as to the interest taken by the pupils in this exercise.

"Cookery was taken up previously in some of the large Convent schools, and has recently been introduced in the school of the Presentation Convent, Waterford, and I am informed by the conductors that it is most popular, and that the question of cost has solved itself by the pupils bringing the materials required.

"The Presentation Sisters at Mooncoin, where Cookery has long been popular, have already commenced to erect a special building for Cookery and Laundry. The Sisters of Mercy in New Ross are also about building for the same purpose.

"It is true that at first most teachers appeared to consider the changes so great, and many of the items so strange, that they did not well know how to set about the new work. But that stage is already past, as the teachers of this district are quite ready and even anxious to do their best; they have speedily learned how much may be done in the new courses without any great cost of apparatus, and they feel how much more interesting the new work is to their pupils. They feel relieved also at the freedom of classification in cases of dull or slow pupils, and at the liberty of combining small classes."

Mr. Hogan:—

"In the majority of schools in this district there is only one teacher, and there is a great want of originality of initiative in striking out an arrangement ensuring more constant direct supervision.

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Reports on the State of National Education.

Mr. E. Downing.

The introduction of the Revised Programme.

"This same want of initiative is to be seen in arranging desks or forms. The new teacher rarely thinks of altering the arrangement he finds before him, and works at a disadvantage until some suggestions are offered.

"The teachers are, as a class, orderly and well conducted; they appear to get on well with their neighbours, and there have been no serious cases of complaints by parents."

Mr. W. A. Brown:—

"Already there is decided progress, and I have watched Reading lessons during the last six months that were as good as they need be.

"For the last six months there has been a gradual introduction of the Revised Programme. It is too soon to speak definitely of what has been effected, but in a large number of schools—notably, those near the city—there has been great activity, and there can be no doubt that the teachers are doing all they can to fit themselves for the new lines of work. Not only have the classes under the Board's organisers been zealously attended, but considerable numbers of teachers have attended special classes in Drill, Singing, Drawing in the School of Art, and lectures in the College of Science.

"None of the new branches has been more popular than Drill and physical exercises, and it deserves to be recorded that the managers of the schools have in many cases been most liberal in providing competent instructors."

Mr. McClintock:—

"Drawing and Music are taught in the Convent schools and in a few others. Instruction in the former subject is very imperfectly graded, and is almost entirely confined to imitation of freehand copies and a little shading.

"In the case of Music, pupils prepared on the Tonic Sol-fa system usually acquit themselves fairly well.

"Up till a few months ago the teachers were bound by a detailed and rigid system of rules which kept them preparing their pupile for an annual examination in bookwork, and did not permit much choice of organisation of sufficient scope for the adaptation of method to circumstances. A period of transition has set in since the issue of the Revised Programme, and I can bear testimony to the lively interest it has aroused in the general body of teachers here, and to their anxiety to fit themselves for carrying out its provisions."

Mr. Smith:—

"The teachers on the whole discharge their duties with conscientious care and satisfactory application.

"I cannot fail to note the great trouble, inconvenience, and expense the greater number of the teachers here have gone to, to fit themselves for discharging their new duties with success. Drill and Drawing classes have been voluntarily formed at considerable inconvenience and expense; optional Needlework classes have been largely attended, and official classes for Hand-and-Eye Training and Drawing are attended with marked punctuality, in spite of long journeys and inclement weather. Again, two Cookery and Laundry classes have been attended, and the formation of others is but a matter of time. All this forcibly convinces me of the existence of a spirit for which I was not quite prepared, and which augurs well for the future success of the new scheme.

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"As to Needlework and Knitting, the proficiency attained in them is, on the whole, satisfactory. The same cannot be said of patching and darning, which are generally of inferior quality, and the crude attempts at cutting-out garments, save under the immediate supervision of the teacher, and in many cases even then call for urgent remedy. During the last few months a very capable organiser in this subject has been at work in the schools here, and I hope for much good from her visit. She has aimed with much success at diffusing a knowledge of collective teaching in this subject—a mode hitherto little in use in schools here. She also instructs in cutting-out."

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Mr. E. Downing.

The introduction of the Revised Programme;

Mr. Dalton:—

"Naturally enough, when the New Programme appeared, a feeling of uneasiness took possession of the teachers. Most of them were perplexed, many were bewildered, not so much by the extent or inherent difficulty of the problems set before them, as by their complete novelty.

"In several of the schools examined during the months of November and December—I might, indeed, include some of the schools examined in October—I found that many of the initial difficulties had been surmounted, that the minds of the teachers were generally alert and well-informed, though sometimes needlessly puzzled on points of detail, and that their energies, on the whole, were turned in the right direction.

"In one subject in particular the progress already made has quite surpassed my expectations. The subject I refer to is Physical Drill.

"Drill has now become most popular, and in the large schools the classes have already attained a respectable proficiency in the various exercises of the programme. Most of the untrained and of the older teachers were, of course, incapable at first of drilling their classes. The most elementary ideas of the subject were unintelligible to them. A voluntary class for teachers has been established in Limerick under a competent drill master. This class has been well attended, and has done a good deal to diffuse a knowledge of the leading principles and methods of the instruction. Many teachers have been enabled to make a tolerable beginning by means of the information they have acquired from a good illustrated manual on the subject. All have endeavoured to do something, and as the instruction is certain, from its very nature, to advance in favour and in efficiency from day to day, its success, I feel confident, is assured.

"I look hopefully to the future work of the schools of this district. I do not base my confidence on what has been done, or attempted, since the new departure, so much as on the spirit which visibly actuates the teachers. They have shaken themselves free of the mechanical lifelessness of the past. Confronted with new problems, they are awakening to a consciousness of new activities and new ambitions.

"I cannot too highly commend the eagerness they have shown to avail of every possible means of instruction with a view to equipping themselves for the work that has been set before them."

Mr. Craig:—

"As a body, the teachers are conscientious and, on the whole, well qualified for the discharge of their several duties. They attend carefully to the moral training of the pupils, and while maintaining proper order and discipline without severity, show no want of sympathy with the children entrusted to their care.

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Reports on the State of National Education.

Mr. E. Downing.

The introduction of the Revised Programme.

"The Revised Programme of instruction was issued in September last, but up to the end of the year all my annual examinations were conducted as heretofore, as I found that the schools had not as yet set out on the new lines.

"The Convent schools cannot he too highly complimented on the excellence of their organisation, the suitability and cheerfulness of thsir commodious and well-furnished school-rooms, and, above all, on the skill, earnestness, and zeal of the Sisters in charge. The children attending these schools receive not only an education which is thorough and sound, hnt they acquire, at the same time, habits of neatness and order, and are taught the necessity for a respectful and kindly demeanour towards their teachers and each other.

"The Monastery schools are also in a very satisfactory state as regards discipline and proficiency, though oonducted in a dilapidated and badly furnished huilding.

"I am happy to say that instances of downright bad schools are rapidly diminishing.

"Considerahle progress may be noticed in Reading during the last two years.

"Plain Sewing and Knitting continue to improve, but faulty methods are often adopted, and thero is an entire absence of class teaching and demonstration.

"Cookery is taught in Queenstown, Rushhrooke, Midleton, and Youghal schools, and the children take a keen interest in the work.

"Drawing was taught in thirty-three schools under the Results system. The plan usually followed hy the teacher was the old one of giving out copies to the scholars, and then going round in turn to each. There was little collective teaching from the blackboard, and freehand was the only hranch of the suhject ever attemptsd.

"Prior to last Octoher Vocal Music was tanght in only twenty-three schools. In the Queenstown and Youghal Convent schools this suhject has reached the highest pitch of excellsnce.

"On the whole, I am convinced that primary education has steadily progressed in this district for the last two years. The closing year of the century will ever be memorable in the history of Irish National Education for the far-reaching changes then initiated—changes which have yet to stand the test of time. I can, however, say that the great majority of managers and teachers in this district welcome both the Revised Programme and the new system of inspection heartily, and believe that they will render the instruction given in our schools more healthy and less wanting in intelligence, utility, and attractiveness."

Instruction of the Teachers in the New Branches.

Measures taken for the Instruction of Teachers in the new branches which they are required to introduce into their Schools.

With a view to the instruction of the teachers in the new hranches and in the method of teaching them, and also with a view to guiding and assisting the teachers in the introduction of these subjects into the schools, a staff of head organisers has heen appointed, together with a number of assistante to each of them.

Mr. Bevis, formerly Director of Manual Training in Birmingham, was appointed Head Organiser of Manual and Practical Instruction in April, 1900, and, during the summer vacation, introduced his system of Hand-and-Eye Training and of Drawing to a very large class of teachers in the Central Model School. These were under instruction for ahout five hours a day for six weeks. Three hundred and sixty-six teachers attended this class, and from these four were suhsequently selected and appointed sub-organisers.

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Reports on the State of National Education.

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Instruction of Teachers in the new branches.

These sub-organisers give instruction to classes of teachers at appointed centres throughout the country in the evenings, and during the usual school hours visit schools in which Hand-and-Eye Training or Drawing is being introduced, with a view to guide and assist the teachers in this new work. One lesson in a fortnight is given to each class of teachers. In this lesson sufficient matter is taught to occupy both the teachers and their pupils for the ensuing fortnight in putting the instructions into practice, and each teacher is expected to go through this amount of matter in his school before he receives his next lesson. In the case of Drawing particularly, the teachers need considerable practice between the lessons. Each sub-organiser in this manner attends concurrently to about thirteen classes, each consisting of about fifty teachers.

2,699 teachers are actually at present under instruction.

The head organiser visits the classes of teachers under instruction and the schools in which the subjects are being taught, and on these occasions makes suggestions and gives sample lessons. Before his assistants set forth on their mission he gave them a special training.

Mr. Heller, formerly Headmaster of the Birmingham Municipal Technical School, was appointed Head Organiser of Object Lessons and Elementary Science in May, 1900.

In the months of October and November he gave instructions to a class of fifty teachers, who attended for about five hours a day during six weeks. Each morning there was given a lecture with demonstrations; in the afternoons the teachers repeated the experiments in the laboratory, or prepared notes.

In December, an assistant organiser and four sub-organisers of Elementary Science and Object Lessons were appointed, and now *two* classes of teachers, with about fifty members in each, are under instruction during the day, whilst, in additional evening classes, 148 teachers are receiving instruction. The instruction in these classes is limited to Elementary Science; Object Lessons have not as yet received attention.

Mr. Goodman, Inspector of Musical Instruction, has had, since April, 1900, assigned to him, in addition to his former duties, the organisation of Musical Instruction in the schools throughout the country, and, in July, six assistants to him were appointed. His assistants instruct classes of teachers in the evenings and on Saturdays and, during the day, visit schools to afford guidance and assistance to teachers introducing instruction in Vocal Music for the first time into their schools. The several classes meet either every evening or on alternate evenings, and continue, in the former case, for six weeks, and in the latter for double that amount of time. The numbers of teachers attending the classes vary considerably according to circumstance, but the average number of members of each class is about fifty. There are thus instructed by the six assistants about 300 teachers every six weeks. Mr. Goodman makes all the arrangements for these classes, visits them frequently, and holds an examination at the conclusion of each.

Miss Fitzgerald was appointed Organiser of Cookery and Laundry Instruction in April, 1900, and twelve assistants to her have been appointed. Like all the other assistants or sub-organisers, these are sent as required to appointed centres throughout the country to instruct classes of teachers. Each class consists of from sixteen to twenty members. The instruction lasts for five hours each day, and continues for seven weeks. In the forenoons the teachers practise under the supervision of the instructress.

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In July there were appointed four assistants to Miss Prendergast, Directress of Needlework. These assistants, one of whom is stationed in each province, visit schools daily, with a view to improve the method of instruction pursued in case of Needlework. They also occasionally give instructions on Saturdays to teachers assembled at certain centres from the neighbouring districts.

Instruction of Teachers in the new branches.

I have been present on several occasions at the instructions given by the sub-organisers of the various subjects, and I can testify that these instructions are very valuable, and that the amount of skill and zeal displayed is most praiseworthy.

I append some extracts from the General Reports of the Senior Inspectors bearing upon the above subject:—

Dr. Alexander:—

"Three sub-organisers of Cookery and Laundry instruction have been at work in the circuit since October last—one in Cork City, another in Skibbereen, and the third in Newcastle West. The classes have been most successful, owing largely to the whole-hearted manner in which the sub-organisers discharged their duties. The members of the classes, on their part, took a deep interest in their work, and lost no opportunity of benefiting by the instruction afforded them.

"I may add that several classes of teachers have been formed in the circuit for instruction in Hand-and-Eye Training and Drawing. These classes meet every fortnight."

Dr. Skeffington:—

"The teachers displayed much eagerness to avail of the courses of lectures given in Dublin on Hand-and-Eye Training, and subsequently in Science. The courses in Cookery, &c., are also anxiously looked for by the managers about Waterford, New Ross, and Dungarvan, which towns are suitable centres for this district.

"The Vocal Music class for teachers held at New Ross was well attended, though in severe weather, and was most useful and successful, the teachers having benefited much by it. At present two classes in Hand-and-Eye Training are being held at Waterford. Teachers even at great distances have applied to attend these classes."

Concluding Remarks.

Concluding remarks.

The other matters in which important changes have been made are:—(1) the mode of paying teachers; (2), the system of inspection, and (3), office regulations.

It is premature to report on the effects of these changes, which, indeed, are not yet completed, and, therefore, I shall conclude with a few brief observations.

Whatever stimulus to exertion of any kind was afforded by the system of Results payment is practically withdrawn; and the substitute for it is a triennial grant of increment of salary dependent on efficiency of school work. There will also be, I understand, a capitation payment of residual grant.

With reference to the inspectors, there will be less examination and more inspection. The reports will necessarily be less definite as regards the *quantity* of work done; but, on the other hand, the *quality* of the work will receive more consideration, and certain features of school life which, in the past, under the pressure of the Results requirements, were practically ignored, are likely to receive due attention in future.

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The increased freedom of action allowed to managers and teachers brings with it a proportionately increased responsibility for the success of the new scheme. It seems to be most important that it should be clearly understood that the Education Office and the inspectors will in future have much less to say than formerly in the direction of the details of school work.

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Mr. E. Downing.

It seems to be also necessary to direct attention to the fact that the new subjects of the school programme cannot be successfully introduced into the school without considerable local expenditure, in addition to the funds granted for the purpose by the Government.

I am, Gentlemen,

Your obedient servant,

E. Downing.

The Secretaries,

&c., &c.

II.—General Report by Chief Inspector, Mr. A. Purser.

Gentlemen,—

Mr. A. Purser.

As I have not been personally engaged in the inspection and examination of schools since my appointment as Chief of the Inspection Department in October, 1898, my knowledge of the present condition of National schools has been gained through conference with head and district inspectors (now re-classified and named senior and district inspectors), and through the medium of the reports furnished to the Education Department by these officers.

Further on in this Report I shall place before the Commissioners extracts from the statements submitted by the senior inspectors of my division of the country as to the general state of education in their districts. Before doing so it may be useful to give a short summary of educational progress made in this country during the last thirty years—*i.e.*, since my first connection with the Board. This course seems the more suitable, as these thirty years almost exactly cover the period of the now expired "Results system." They include a brief period of about eight months before the Results examinations began, and similarly a brief period since they ceased. As the first period included a whole term*, I had inspected every school in my district (North Mayo and West Sligo, with Ballina as centre), and had become familiar with the then condition of primary education in that remote part of Connaught. That was in 1871. The latter part of the same year was taken up with the examination of schools under the newly introduced Results system—as many of the schools as possible being examined, including all those under probationary and third-class teachers, to whom alone on that occasion Result fees were paid, varying in amount from £12 to £3, so as to raise their salaries from £15, £18 or £24 to £27 for men, and from £14, £16, and £20 to £23 for women; but in many cases the amount earned failed to reach the amount that could have been paid, so that for the year

Educational conditions in 1871.

* The inspection year was then divided into three terms, during each of which the Inspector was required to visit and inspect every school in his district; a full examination of all the schools was looked for within the year.

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Reports on the State of National Education.

Mr. A. Purser.

Educational conditions in 1871.

many male and female teachers received a smaller sum than £27 and £23 respectively as salary from the State. During the first year of my service therefore the schools were practically unaffected by the newly-introduced Results system, and it may be interesting to give a brief sketch of the state of the schools in North-west Connaught at that time. A very large proportion of the school-houses were wretched thatched cabins, badly lighted, badly and inadequately furnished, and kept in bad repair. The few exceptions to this were chiefly vested schools, which were however very rare in those days, and such of them as were not under Roman Catholic clerical management were not allowed to serve the purposes of their erection, as the children of that denomination were forbidden by their clergy to attend them. Bad houses are, I am informed, now quite the exception, and I am glad to say teachers have not to pay rent for their schools—a crying evil that was not uncommon thirty years ago, the recipient of the rent being in some cases the manager himself, who was the owner of the wretched hovel in which the teacher had to perform the duty of educating the poor children of the country.

Teachers.

Teachers were for the most part very poorly qualified for their position, and indeed it was no wonder that persons of fair education declined to enter the Board's service, considering the miserable salaries paid, especially those of the lower grades to which I have already referred. Theoretically, of course, these salaries were only a grant *in aid*, but as every one knew they represented all, or very nearly all, that the unfortunate men and women received for their labour—many of them bestowing much painstaking and conscientious care in the discharge of their duties. In 1871 the total number of literary teachers in the Board's service was 9,428, of whom 5,976 were in third class or lower, and of these 1,578 (one-sixth of all the teachers in the service) were mere probationers, *i.e.*, provisionally recognised teachers, very many of whom were quite incompetent, and failed at the next annual examination. In the matter of classification of its teachers, Mayo was certainly much below the average of Ireland, so its teachers presented a still more unfavourable picture than the above. The teachers in second class in all Ireland numbered 2,562, and in first class 890. About 3,500 were trained—most of them in a short course of five months; the rest were untrained.

Irregular attendance and low classification.

Quite as injurious to the schools as were the defects in the teachers' qualifications was the gross irregularity with which the children attended. To one who had practical acquaintance with the state of affairs before 1872 it is evident that great progress in school attendance has been made. The pupils strolled into school pretty much all day. Rolls were not required to be called until 12 o'clock, and many teachers preferred running the risk of a reprimand to marking them so early, and thereby causing many a loiterer to be entered in the roll-book as an absentee. Even of those who came in time many did not remain the entire school day if they could find any excuse for getting early leave, such as having to go to a shop or market in the neighbouring village or town. They attended just as many, or rather as few, days as they pleased; nothing depended on it; the school and teachers had no inducements to offer, and it need scarcely be said that under such circumstances the pupils' progress in "learning" was not sufficiently rapid to inspire the majority with any great enthusiasm. The Report of the Royal Commission (1867) on Elementary Education in Ireland gives many statistics and details, which throw a melancholy light on the then state of affairs. To go

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back to 1852, we find that with a population of nearly 6½ millions there were about 750,000 pupils on the rolls of the National schools during at least some part of the year, and that about 280,000 were in average daily attendance. In 1855 and 1856 the average attendance had fallen to 250,000, and it was not until 1861 that 280,000 was again reached. In 1865 it had mounted up to 320,000, and—apparently under the stimulus of the Royal Commission—further advanced to 350,000 in 1868, at which figure it practically remained until 1872-3. A return obtained by the Royal Commission showed that of these pupils only 253,000 had attended on 100 or more days within the year 1867. By 1871 the number on rolls during any part of the year had reached almost one million—and this number has never been exceeded by quite 100,000. The population in 1871 had fallen to less than 5,400,000, a decline since 1852 of nearly 1,000,000 persons. The above figures show that the state of education in Ireland was at that time in a lamentably low condition. A consideration of the classification of the pupils makes the picture still blacker. In 1861 only 6·2 per cent. of the pupils were in the senior classes, and even after ten years (in 1871) the proportion was only insignificantly higher, namely 7·9 per cent.; yet of the pupils found in attendance by the inspectors and examined, 12 per cent. were over thirteen years of age, and 42 per cent. were over ten years. At that time the *Fifth* class was the highest, and according to the Report of the Royal Commission we find that in the large County of Mayo, with a population of about a quarter of a million, there were only *15* pupils *enrolled* in Fifth Class, the average attendance being 11·9. Nor was this exceptional, for of the pupils enrolled in Fifth Class Leitrim had only twenty-four, Louth thirteen, Longford ten, Fermanagh fifteen, even though pupils twenty years of age and upwards were on rolls.

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These figures show that the pupils' attendance and classification were bad. A glance at the Commissioners' Report for 1870 will prove that the state of the pupils' general proficiency was equally bad, as indeed might naturally be expected. The following table shows in round numbers how many children were examined by the Inspectors in each of the ordinary subjects of the school programme, and how many they were able to pass:—

Low proficiency.

Subject.	Number Examined.	Number Passed.		Percentage of Number passed to Number Examined.
Reading,	294,000		206,300	70
Writing,	171,000		99,000	58½
Dictation,	108,000		66,000	61
Arithmetic,	189,000	Compound Rules,	47,000	25
		Proportion, &c.,	25,000	13
Grammar,	173,000		54,600	32
Geography	188,600		88,000	47
Needlework,	73,300	Sewing,	34,600	47
		Knitting,	25,300	35

Vocal Music was taught in 695 schools, and Drawing in 268.

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Reports on the State of National Education.

Mr. A. Purser.

I have dwelt thus long on this matter because it will be impossible to judge fairly of the progress since made without having a clear conception of the condition of education before 1872—a condition that is probably unknown to, or unrealised by, most of those who are interested in, or concerned with, education at the present time, or who have forgotten how extremely backward we were before the "seventies."

To sum up, we had then a population of about 5½ millions; we had about 1,000,000 children whose names appeared on the rolls during at least some part of the year; we had an average daily attendance of about 350,000 pupils, of whom probably at most 280,000 attended 100 days in the year; teachers so badly paid that suitable persons in sufficient number could not be attracted to the service, or if attracted, could not be induced to remain in it; the result of these last two circumstances being that children received entirely inadequate instruction, were miserably backward in their studies, and in consequence remained year after year stagnating in the same classes. One of the Senior Inspectors in his report draws attention to this last point as the most serious blot on the system prior to the introduction of "payment by results."

Comparison, 1870 and 1899.

I have already referred to the improvement in the school-houses in North-west Connaught. The improvement is general, and though the more recently-built houses still leave much to be desired, they are in almost every way superior to the class of house that prevailed before the "seventies."

Staff.

The improvement in the teachers is at least equally marked, as might be expected from the superior inducements held out by higher scales of salaries that have since been in force, and from the greater facilities offered for reaching the higher grades of classification.

The following table shows the classification of the teachers at the two periods:—

—	1870.		1899.	
	Number in each Class.	Per-centage.	Number in each Class.	Per-centage.
Probationers, .	1,162	12·8	—	—
Third Class, .	4,271 + 394 Jun. Lit. Assists.	50·7	3,814 + 16 Jun. Lit. Assists.	31·6
Second Class, .	2,458	26·7	5,491	45·3
First Class, .	897	9·8	2,803	23·1
	9,202		12,124	
Trained, . .	3,525	38·3	5,790	47·8
Untrained, . .	6,677	61·7	6,334	52·2

Of the teachers noted as trained in 1870 (and indeed for twelve years later), the majority spent only five months in the one training college recognised at that time. Now there are five other training colleges, besides one in course of erection, and most of the students spend nearly two years in these establishments, fitting themselves for the efficient discharge of their responsible and onerous duties. Many

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of our teachers have now taken their degree in one of the universities, and some of them are entitled to use the letters LL.D. and to be styled "Doctor."

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With such an improvement in the *personnel* of the teaching staff it is almost certain that there has been a corresponding improvement in the quality of the education imparted to the pupils. Quality is, however, a difficult matter to estimate. Though some persons may hold that better work was done thirty years ago in the best-conducted Model and Convent schools, and in a very occasional ordinary National school, there can be no doubt, I think, that the general level of work has been considerably raised, even if the improvement in quality has not been perhaps quite as marked as in quantity, evidenced by the increase of pupils and their higher classification. That *Reading*, for instance, was no better is shown by the reports of Inspectors of those days, who complained of much the same defects as their successors have done recently. Writing on paper was not begun until Third Class, &c., &c.

Proficiency.

We may, therefore, I think, accept the *quantitative* improvement as fairly representing the advance made in the education of the poorer children of the country. The improvement is shown in the following table, the comparison being made between the years 1872-3 and 1899:—

Subject.	Classes.	1872-3.		1899.	
		Number Examined.	Number Passed.	Number Examined.	Number Passed.
Reading.	Infants,	50,137	43,392	131,457	122,007
	I., II., III.,	223,957	193,934	237,466	218,663
	IV., V., VI.,	32,961	31,346	193,455	172,299
Spelling,	I., II.,	172,064	125,874	160,853	146,501
	III., IV., V., VI.,	84,854	73,929	270,068	220,526
Writing,	I.,	79,028	51,878	80,430	77,797
	II.,	93,036	79,499	80,423	76,763
	III., IV.,	79,732	74,782	143,290	138,476
	V., VI.,	5,122	4,578	126,778	114,417
Arithmetic,	I., II., III.,	223,957	153,276	237,466	209,243
	IV., V., VI.,	32,961	24,681	193,455	142,877
Grammar,	III.,	(not required from III.)		76,613	62,333
	IV., V., VI.,	32,961	25,480	193,455	132,224
Geography,	III., IV., V., VI.,	84,854	54,470	270,068	213,459
Needlework,	II.,	(not required from II.)		38,414	35,016
	III., IV., V., VI.,	about 42,000	35,902	133,923	125,479
Extra Subjects,	—	—	21,372	—	178,067

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Increase in Schools and in Average Attendance.

It should be particularly noted that the great increase is in the senior classes, that is in the case of the pupils whose instruction is likely to bear *permanent* fruit. The following table shows the number of schools in operation for each year specified, the average daily attendance, and the number of pupils qualified for examination while the Results system was in force:—

	Year.	Number of Schools.	Average Attendance.	Number qualified for Examination.
	1852	4,875	280,000	—
	1855	5,124	250,000	—
	1860	5,632	260,000	—
	1862	6,010	285,000	—
	1867	6,521	320,000	[253,000 pupils attended at least 100 days.]
Results period.	1872	7,050	356,000	364,000 [90 attendance.]
	1876	7,334	417,000	437,000 [100 attendance.]
	1882	7,705	469,000	515,000
	1887	8,112	515,000	572,000
	1892	8,403	495,000	551,000
	1896	8,606	535 000	607,000
	1899	8,670	514,000	590,000
	1900	8,684	478,000	—

I append three tables of curves. No. 1 shows graphically the number of schools in operation for each of the last forty-nine years; the average daily attendance of pupils; and the number of pupils qualified for examination during the time of the Result system. No. 2 shows the number of pupils examined in all classes and in Sixth Class during the "Results" period. The remarkable decline in the number examined in Sixth class between 1889 and 1893 is worthy of notice; it is due entirely to a falling off in the number of *girls*, and the period synchronises with the strict enforcement of the regulations as to the adoption of the Alternative Industrial Scheme for Sixth Class. No. 3 shows the relative percentage of pupils in the senior and junior classes:—

Training Colleges.

The Training Colleges continue to be conducted with efficiency. The Inspectors who examined them last year have furnished the usual reports on these establishments.

St. Mary's—a new college in Belfast—was brought into operation this year, and promises to be a useful institution.

The College buildings in general are maintained in a satisfactory condition, but those in which the students of the Marlboro'-street College are housed are not very suitable, and are not, in my opinion, adequate for the very large number of students admitted to this college.

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SUPPLY.

The country is amply supplied with schools; indeed in many parts there has been a multiplication of schools that has been injurious to the cause of education. The Inspectors still draw attention to the large number of unsatisfactory houses and premises, but a constant improvement in this matter is going on. Some check on dilapidation of vested houses is urgently needed. A short time ago I visited a recently-built school in the County Louth, which with its doors and windows gone reminded me of the condition of half-ruined tenement-houses one sometimes reads about.

The following are the Inspectors' reports on the matter of supply.

I should state that the reports of Mr. Sullivan, Mr. Eardley, and Dr. Moran refer to the whole North of Ireland; the reports of Mr. Hynes and Mr. Headen to Dublin; those of Mr. M'Elwaine, Mr. Pedlow, and Mr. Ross to Belfast and neighbourhood; Dr. Beatty's to Newry; Mr. Keenan's to Monaghan; Mr. Murphy's to Armagh, and Mr. Cox's to Coleraine.

Mr. Sullivan:—

"In general the school-houses afford fair accommodation. There are, however, several exceptions, but year by year new houses are replacing those which are unsuitable. In many cases the arrangements for having good fires in the winter mornings are not as complete as I should wish to see them, and consequently the children have to commence the day's work in rooms which are too cold. I am of opinion that the want of a good fire during winter mornings has a good deal to do with the 'late attendance of pupils,' of which one hears so frequently. The question how best to provide fuel for a school is only part of the larger question: How best to provide funds for the wants, other than salaries, of each school. These wants are fuel, cleaning, repairs, apparatus, &c., &c. The New Programme will increase the local expenses. It is very desirable that the local expenses of a school should not fall on the teacher, but I fear that in several instances they do fall on him, either partially or wholly. The school-houses are seldom ornamental; they are generally very plain. In a few cases the plot surrounding the school has shrubs and flowers, but this is unusual. This is to be regretted, as the cultivation and care of shrubs and flowers would in many ways be beneficial to the pupils."

Mr. Eardley:—

"As noticed in former reports, the action of the managers in superseding old and unsuitable school-houses wherever opportunity offers, still continues with unabated zeal, though hampered by many restraints, the principal of which are as of old, the difficulty of pro-

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curing sites. These sites cost money, and the money available is scanty, and even where it is not, there is much local friction to be overcome before a legal title to the desired spot can be secured. Another restraint is the inadequacy of the Board's grants.

"I beg also to call attention to the inadequate space afforded in the newly-erected vested school-houses. The recognised area calculated on the basis of eight square feet for each pupil is wholly inadequate, more particularly under the requirements of the New Programme, and the cubical space of eighty feet is now condemned by the most competent authorities in sanitation. In the furniture, too, in the plans provided by the Board of Works, there is no provision made for infants or other young pupils under nine years of age; the desks are all of the same uniform size, with the result that the young pupils are seated with their legs uncomfortably dangling all the time they are seated. Again, no provision is made that the pupil when doing a desk exercise shall not lean on his chest; the contrary is secured by having the edge of the seat and the edge of the desk separated by a horizontal space of six inches, whereas to secure the upright position of the pupil, these two lines should be in a vertical plane.

"The heating of the school-rooms is, unfortunately, left to chance and voluntary effort. In most country schools the pupils may still be seen wending their way in the morning, slowly or quickly, according to the state of the weather, with one or more sods of turf under one arm to balance their books under the other. This is so far unsatisfactory that on the most severe rainy days, when the attendance is at its slackest, the fuel supply is at its lowest.

"In this case the available means of heating power is inversely proportional to its necessity. However, something by good management may be saved for a rainy day, but when these days become the rule instead of furnishing the exception, the case of the drenched pupil is hapless.

"While the teachers cannot be held responsible for the heating of the school-rooms—though an active and well-managing teacher can effect much—there are other details which contribute to its cheerfulness and comfort for which he is responsible, and which are too often neglected. The walls of the school-room want more frequent lime-washing, the furniture needs dusting, the maps hang crooked, the front is unkempt. To alter this inexpensive remedies only are necessary, but they are not applied, with the general result that many of our school-houses, instead of being models of neatness, present the reverse side of the picture."

Dr. Moran:—

"Very little need be added to what I have written on this subject for the past three years. In Belfast the accommodation is, as a rule, sufficient for the numbers in average attendance. There are, however, some instances in which the accommodation is utterly inadequate.

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"But it appears that from the increased cost of building materials it is not easy to get a contractor to undertake the work at the price offered for the erection and equipment of the school.

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"In other parts of the circuit there are several unsuitable school-houses—especially in the County of Cavan.

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"It is not so much the school-house and premises that I have sometimes to complain of—it is the manner in which they are kept by the teacher. On a cold winter day I enter a school and find a clean floor, everything tidy and orderly, a good fire, and an air of comfort. I leave that school and go to another. I find an unclean floor with dirty torn papers lying about, the book-press and the teacher's desk in disorder, dust everywhere, and no fire in the grate.

"I respectfully submit that this matter and the question of school-houses require immediate action. Out-offices instead of being an advantage are in some instances a dangerous source of disease and death."

Mr. Hynes:—

"Ample provision is made for the special training of Infants, as forty-two out of the total 128 are Infant schools, and fifteen others have separate Infants' departments. In these Kindergarten is taught, and great attention is paid to Object Lessons, Drill, Singing, and other exercises suited for children of infant school age.

"The distribution of the schools accords very fairly with that of population, and there is not any locality within the rather wide area which they embrace that does not enjoy reasonable facilities for availing of the national system of education.

"The school structures may in general be described as very fair. Some leave nothing to be desired, and only one (Robsrtstown) is positively unfit for teaching purposes. There are, however, a good many which are defective in one or more of the following essentials—space, lighting, ventilation. In at least three progress is impeded by overcrowding.

"There is every likelihood that not a few of the defects referred to will be remedied before my next report.

"One matter to which I am constantly referring, in which there is still great need for improvement, is the appearance of the school-rooms and premises. Much more taste might easily be displayed in keeping them. The school plot is often unsightly from weeds, loose papers, and litter of different kinds, while inside the houses, soiled tablets, maps torn and hanging awry, dirty windows, dusty mantels, &c., &c., create an unfavourable impression.

"Many hands make light work, and the children, if the teacher directs their attention to it, will be quite interested in making everything trim and neat. And this caring and tasteful arranging of their rooms and grounds would be a very useful training for them.

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"More attention should also be paid to the heating of the rooms. I observe a tendency, now that coal is so dear, to dispense with fires or to put up with very scanty ones on all but the coldest days."

Mr. A. Purser.
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Mr. KEENAN:—

"I am not in a position to state to what extent the population has been reduced, but judging from its continuous flow and the reduction in the labouring population, I am led to believe that it is very considerable.

"With a declining population we cannot expect much in school extension.

"The school buildings are plain and substantial, suitably furnished, and in most cases afford ample accommodation for the present attendance. The school-rooms are in general kept clean and well heated in the winter season, when the presence of a good fire is indispensable.

"The houses are kept in repair by the managers, in most instances, out of their own private means. Structural improvements to school buildings are also made from the same source. I have always regarded it as a great hardship that the managers of schools should be required to maintain the school buildings out of their own private means when a tax, trifling in amount, could be levied for the same purpose, as these school-houses are in reality public property, having been in the first instance erected from funds provided by the locality.

"Of the 154 schools in operation in this district, about twenty-five are held in houses that are not suitable. Some of these unsuitable houses are built in graveyards and on sites that are otherwise objectionable. A few are held in old houses that it is almost impossible to keep in repair. From a sanitary point of view these old houses are most objectionable. They have no sanitary arrangements whatever—the site is limited to what is barely sufficient for the house, ceiling low, furniture antiquated and rickety. There are other unsuitable schools that are even more objectionable than the above. These are the schools that are built in graveyards. Some of these have been built actually upon old graves. This class of schools should be removed to suitable sites as soon as possible. However, as regards school building, something has been done. The dilapidated buildings in which Largy Female and Largy Infant schools were held have been replaced by two excellent houses, most thoroughly equipped for their purpose in every respect. In my long experience as an inspector I have not met with better school-houses.

"The sanitation of many, if not most, of the schools is in a very satisfactory state, but I occasionally meet with cases in which this important matter is neglected. I consider it would be much better if the local sanitary officers were placed in charge of the sanitation of our schools."

Mr. M'ELWAINE:—

"The school accommodation of that portion of the district which lies outside of the City of Belfast is on the whole satisfactory. There

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are some school-houses which I should like to see replaced by new ones, but the vast majority of the schools are fairly comfortable. In Ballymacarrett (the portion of Belfast which belongs to this district) the accommodation is not so satisfactory. This is the most growing part of Belfast, and the increase of accommodation scarcely keeps pace with the increasing population. In the case of a number of schools, the Commissioners were obliged to give directions to limit the attendance to the number of pupils for whom accommodation is provided.

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"A grave fault which I have frequently observed, chiefly in city schools, is defective ventilation. This sometimes arises from neglect of teachers to use the means of ventilation provided, but too many of the city schools are not sufficiently ventilated.

"I have too often observed at visits to schools that they were unsatisfactory as to cleanliness. This arises from neglect to sweep and dust the school-room as the practical rules require, but one frequent cause is the untidy habit of throwing lunch papers about the floor. Sometimes the school is not supplied with mats or scrapers, so that on wet days the pupils bring mud from the road or playground into the school.

"Sometimes, but more rarely, untidiness is to be observed among the pupils, usually in poor localities. The rule that inspection of cleanliness should be held every morning is a good old rule.

"It should be made a condition that all the vested schools of the future should be furnished with lavatories.

"As a rule the schools are well supplied with school furniture. The desks supplied by the Board of Works have little if any gradation.

"To meet the requirements of the New Programme, Kindergarten desks should form part of the outfit of all new schools.

"Ground in Belfast is so valuable that large playgrounds cannot be looked for in the city, but it is a pity that about half of the schools in Ballymacarrett have practically no playground. Two schools under one roof have a good playground, but it has never been used because of the expense which would be incurred in enclosing it. A novel feature found in a few schools is the playground on the roof, but this is rather a pretence than a reality, as I believe that except in one case it is never used, the door leading to it being kept continually locked.

"In too many cases the schools are not well designed. In a well-planned school-house there will be a certain relation between the size of the class-rooms and the size of the main rooms."

Mr. Pedlow:—

"There are now in my district 121 ordinary schools, one Model school with three departments, one Workhouse school with two departments, one Convent school, and one Night school. Since my last report one school was struck off the

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Board's list owing to decline in attendance, and one owing to irregularities. In the Lisburn-road locality more accommodation is necessary, and this, I understand, will shortly be provided, but in other localities the buildings are sufficient. The want of playgrounds is a serious defect."

Dr. Beatty:—

"Besides the ordinary schools in the district, there are two Workhouse schools, five Convent schools, and one Model school (with three departments).

"The number of schools in this district is now 143, being one more than in March last. The new school is Forkill Jackson N.S.—a rather small school under E.C. management, and in the enjoyment of a fairly large endowment. This school has existed in the locality for over 100 years.

"The school-houses of this district are rarely overcrowded. There are a few such.

"My predecessor, Mr. Ross, who brought about a great many structural improvements, drew attention in his report of 1898 to the desirability of providing porches to all small one-roomed schools, for the very cogent reasons that they provide 'accommodation for the children's wraps and for fuel,' and that they 'add materially to the comfort of the children by making the rooms less draughty, and render unnecessary the exceedingly objectionable arrangement of storing the winter supply of fuel within the school-room.'

"There is still a considerable number of schools where this suggestion has not yet been carried out. The desks are very frequently shaky, hacked, worn, and much too narrow. The greatest defect, however, is the lowness of the windows, which are usually unprovided with pulleys. As the top of the window is often only five or six feet high, ventilation cannot be secured without a dangerous draught along the children's heads. The light in some cases is sufficient, but is in these schools on the wrong place—the floor. This leads to imperfectly articulated reading. If children are to read clearly and intelligibly they must straighten themselves and hold their books high. But in these schools the book is frequently above the circle of illumination from the window. For the same reason the children are discouraged from holding up their slates at a proper height.

"How the necessary improvements are to be carried out is one of the most worrying problems which face an Inspector. Teachers should not be liable for such expenses, and managers protest that there are no funds for such purposes.

"It is pleasant to be able to mention that, in one locality, school-building has made a marked advance during the past year. The Kilkeel district is well supplied with school-houses, and many of them are commodious and suitable. In the town itself, a new house, vested in the Commissioners, has been opened by the Rev. W. M'Mordie—one of the best-equipped buildings which I have seen in any district;

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and the St. Colman's Schools (vested in trustees) for boys, girls, and infants, by the Very Rev. Fr. Marner, P.P.—a splendid block, on a remarkably healthy site, and with ample playgrounds. I am inclined to doubt whether any town of the size in Ireland is now better supplied with school-houses than Kilkeel.

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"The playgrounds are little used for organised games during play hour, or as an alternative, for amateur gardening. The latter is an excellent employment for children. It furnishes an object for healthy exertion, and gives a pleasant relief from school work. It shows the children how good results may be attained without practically any expenditure; it gives them an interest in plant growth, while unconsciously they are learning the principles which underlie all horticultural and agricultural work. It also trains them to beautify their own home surroundings."

Mr. HEADEN:—

"The schools are distributed in accordance with the needs of the locality, and structurally they are satisfactory on the whole. In a number of cases, especially within the city, and more especially in connection with the Convents, the school-rooms, playgrounds, furniture, and general equipment are of superior character, meeting all the requirements of the day. In case of two or three rural schools the present buildings are wholly unsuited for their purpose, but steps are being taken to replace them by new houses at an early date. Within the city, too, there are three or four school-houses located in congested parts that deserve to be condemned on every ground, sanitary as well as educational. I know at the same time that the managers and others interested in them are only too anxious to remedy the evil; but difficulties of several kinds stand in the way, and foremost that of procuring suitable sites. I have reason to believe, however, that in all these cases new houses of ample proportions, and fitted and furnished in accordance with the most modern ideas, will soon be erected. There are at present 142 National schools in this district, distinguished as follows:—

128	Ordinary Schools.
10	Convent „
2	Evening „
2	Poor Law Union Schools.
142."	

Mr. Cox:—

"Further improvements continue to be made in the general accommodation. Unsatisfactory buildings at Portstewart, Killure, and Armoy (2) have been replaced by new vested houses, which are nearly ready for my final report, previously to being fully recognised. Drumtullagh, Ballyweany, Armoy (3), and Upper Dervock Schools have been either enlarged or replaced by entirely new and much more convenient non-vested houses. But there are many cases where room

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still exists for improvement in respect of space and desk accommodation, lighting, ventilation, &c.

"Very few schools in this district are now without offices. In many cases, however, their position is open to objection, though I would not go so far as to say that they are a source of danger to the pupils in attendance. I am inclined to think that in the country schools but little use is made of these offices. In the towns of Coleraine, Ballymoney, and Portrush it is of importance to mention that in nearly every school adequate accommodation in this matter is provided, and kept in a proper sanitary state."

Mr. Ross:—

"There have been some slight changes in the total number and in the distribution of the schools. One school, Windygap, ceased to be operative in June, 1900. The following schools have been taken into connection with the Board on the dates specified:—Laurelvale (Post Town, Crumlin), 1st February, 1899; Whitehead (Post Town, Whitehead), 1st June, 1899; Broadford (Post Town, Larne), 1st July, 1899. The Carrickfergus Model Schools were transferred from the Head Inspector's district from 1st July, 1899, and Ballyrobbin N.S. (Post Town, Antrim), was likewise transferred from that district from 10th November, 1899. Two new buildings have been completed in the past year:—Gortnagallon, a well-planned and well-furnished rural school-house, erected by General Packenham, of Langford Lodge, and St. Mary's-on-the-Hill, a vested building, under the management of Rev. James Hamill, P.P., Whitehouse. The total number of schools now in the district is 157, viz.:—153 ordinary National schools, one Poor Law Union National school, and three Model schools.

"The distribution of the schools accords fairly well with the public requirements, and there are no instances where children are obliged to walk long distances to reach their schools. On the other hand, however, there are several localities too thickly studded with small schools, a condition by no means favourable to the cause of education. In all such instances the propriety of withdrawing grants should be considered, as vacancies occur through the retirement or resignation of the teachers. Due allowance should of course be made for vested interests, and local feeling should be taken into account where the schools have been very long established.

"The district is largely a rural one.

"The school-houses, though numbering among them a few superior and excellently equipped buildings, are not, I believe, on the average, equal to those of the Newry district. This arises partly from the fact that only a very few have been built by State aid.

"The most common defects are badly chosen sites, insufficiency or absence of playgrounds, and objectionable sanitary arrangements. In seven instances schools attended by children of both sexes are

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without privies. In a considerable number of cases these appurtenant buildings are too near to the school-room; in the case of a few schools the position of these structures is so exposed as to render resort to them evidently distasteful to most of the pupils.

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"Another frequent defect in the sanitation of the schools is the want of proper provision for the children's wraps, shawls, overcoats, &c. These are either hung up within the school-room or in an indifferently ventilated porch. There can be little doubt that the arrangements just referred to are a source of danger when epidemic diseases break out among the children.

"As stated in a former report, I am of opinion that insufficient press accommodation is a fertile source of unsatisfactory order in many schools. The great rule of order: 'A place for everything, and everything in its place,' can hardly be observed while its first condition—'a place for everything'—remains unsatisfied. One important piece of furniture that is seldom found in good working order is the school clock, and a neglect of punctuality in following the Time Table arrangements is often alleged to be due to this cause."

Mr. Murphy:—

"The area of inspection has remained unchanged. A new vested school-house is in course of erection at Derrykerrib, and the Cope School (late Loughgall (2)) was transferred recently to a practically new house, with these exceptions, there has been no material change in school buildings. Three schools—Ballyloughan, Drumhillery, and Cladybeg—have been closed owing to a fall of average, and the Mullavilly Male and Female Schools have been amalgamated; on the other hand, the Cross Roads School, which was taken into connection with the Board eighteen months ago, is the only addition to the schools of the district.

"The majority of the school-houses are substantial buildings, affording, with few exceptions, more than ample accommodation for the numbers in attendance. New houses are badly needed at Dorsey, Carrickrovaddy, Foley, Caledon, Ballymoyer, and Cross Roads, and the want of class-room accommodation is badly felt in the Tullyroan School.

"The houses are kept in fair repair, but there is very little expenditure on improvements, and very little attempt is made to give the school premises a bright and attractive appearance.

"The unsatisfactory surroundings of cheerless, half-furnished, and poorly-equipped rooms will assert themselves as formidable obstacles to educational progress. A good deal is certainly being done by a number of the teachers to brighten their school-rooms, but to affect a real and permanent improvement, money must be spent, and that money is not forthcoming. As I stated in my last report, there is very little chance of much being done in this direction in the absence of a substantial annual grant to meet the expenses of repairs. This

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grant should be a conditional one, its amount depending on the amount raised locally, and every effort should be made to encourage local subscription.

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"In a word, the interests of managers and parents should be aroused by giving to parents an opportunity of spending a little out of their own pockets, and to managers the satisfaction of spending money disbursed by the State."

ATTENDANCE.

Attendance.

The attendance during the year has not been regular; some Inspectors ascribe this to the prevalence of epidemics in their districts. Nearly all agree that the compulsory clauses of the Elementary Education Act are not effective.

Mr. Sullivan:—

"The Compulsory Act is in force in a considerable portion of my circuit. As far as I can judge its effect, so far, is beneficial, but the effect is much less, in general, than was expected."

Mr. Eardley:—

"There is not much change to report as to the character of the attendance. It fluctustes with the weather, with the demand for child labour in sgricultural operations, and with the presence or absence of epidemics.

"In the town [Londonderry] the provisions of the Irish Education Act have been in force for some time. Some good has been done, but not to the extent that was expected, as the parents of the truants, themselves not being anxious for their children's education, soon learn d means of evading the Act by clever excuses and appeals to the clemency of the magistrates.

"In the country districts, however, where the operation of the Act is slowly creeping in, the effects are all for good. I have three localities in my mind—Coleraine, Ballymoney, and Limavady—where the researches of the attendance officers have brought to the school-house cases where mere moral suasion never penetrated, and the most reckless parents have at first a salutary dread of coming into conflict with the law."

Dr. Moran:—

"The circuit includes within its limits the City of Belfast and some other important manufacturing towns, such as Portadown, Lurgan, Lisburn, and Ballymena. There are, therefore, large numbers of half-time pupils who work in the mills under the provisions of the Factory Act of 1878 and subsequent years. Since the abolition of the examination for Results fees, a difficulty arose about awarding certificates for working full time and for exemption for attendance at school. We have got rid of this obstacle in Belfast. On the last Saturday of

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each month the Inspectors hold an examination in the Belfast Model School. Those who present themselves for certificates must pass in Reading, Writing, and Arithmetic in a standard corresponding to the first stage of the Fifth class.

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Attendance.

"The question of giving certificates leads me to a distinction that must be made between candidates seeking exemption from attendance at school and those looking for authority to work full time under the Factory Acts. The latter must pass in the Fourth standard, the former in a standard corresponding to Fifth class, first stage. In Belfast the Act of 1892 is stringently insisted on; but in the other towns of the circuit the teachers have informed me that the effect is in some cases inappreciable. The Act provides for a number of excuses, which are largely taken advantage of. Until the compulsion extends to the whole of Ireland, it is useless to expect that in small provincial towns and rural areas the Act can be beneficially enforced.

Mr. Hynes:—

"Attendance Officers now visit all the city schools and a considerable number of those in the country. Their efforts have swelled the numbers on rolls and improved the regularity of the attendance perceptibly, but the increase, I must say, is not as marked as I would have anticipated. Several teachers in the poorer and more congested localities complain that the influx of so many irregular attenders is anything but an unqualified blessing."

Mr. Keenan:—

"The Compulsory Education Act is in force in the towns of Clones and Castleblayney.

"Unfortunately there is a considerable population outside Clones who are beyond the limits to which the Act applies. Most of the irregular attenders of the schools in Clones belong to this population."

Mr. M'Elwaine:—

"I need not enter into the reasons why excessive multiplication of schools exist, especially as the principal causes are beyond the control of the Commissioners, but what can be done to mitigate it should be done.

"The schools which are most difficult to organise are small schools. To my mind, one of the most judicious parts of the new system is that which recommends the grouping of classes in small schools for united instruction.

"One most important point which will call for consideration at no distant date is the length of the school-day. While the attendance of four hours from roll-call may be accepted as the length of the legal school-day for securing attendances made by individual pupils, it is too short for a working day, and a school cannot be taught efficiently which limits its working hours to this minimum. Most teachers have recognised this, but to some the shortness of their working hours is of more importance than the efficiency of their schools.

"There is no reason why the length of the school-day should be the same for all pupils. A young pupil in a low standard does not require as much time as an older in a high standard. Nor is he physically equal to as prolonged a strain. The Commissioners have properly recognised this fact in the case of infants, whom they allow to be dismissed after an attendance of three hours.

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Attendance.

"The new system of dual attendances has not proved to be popular in the district. It is found in about fifteen schools only, and the number shows a tendency to diminish rather than to increase. In city schools with no playground it is the more healthful system, and I think the Commissioners should insist on it in such cases.

"Advantage has been taken of the new Irish Local Government Act to apply the provisions of the Compulsory Attendance Act to rural districts, so that Compulsory Attendance applies now to the entire district, with the exception of the small portion which is in the Poor Law Union of Downpatrick. The necessary officers have been appointed, and the Act is now in operation.

"I confess I do not expect much from the Act. The localities which need it most are those which are least likely to adopt it. It has its best effect when first introduced, as careless parents lose respect for it when they find how little stringent it is. I consider the attendance in this district exceptionally regular. It ranges in average from about 60 per cent. of the number on rolls to about 80 per cent., and the average for the district may be taken as about 70 per cent.

"In every area to which this Act applies, the name of every pupil within the limits of the school attendance age should be at all times on the rolls of some one school. For this reason the old rule, that pupils should be struck off the rolls at the end of thirteen consecutive weeks' absence, should be abolished in such cases. These pupils should never be struck off the rolls except in case of (1) admission to another school; (2) removal to another locality outside the Compulsory Attendance area; or (3) death.

"In the case of pupils over the Compulsory Attendance age or of pupils in localities where the Act is not in force, the terms of thirteen weeks should be reduced, so that pupils would be struck off the rolls after, say, six weeks' consecutive absence."

Mr. Pedlow:—

"Some Time Tables provide for an interval of ten or fifteen minutes only for lunch, and although the Commissioners have granted a system of dual attendance, in the schools where it is most urgently required the privilege is not appreciated, partly, I believe, because the teachers desire a short school-day and dislike two roll-calls.

"When there are no playgrounds two meetings daily should be essential.

"School hygiene has not been studied. Necessity for proper ventilation seems unknown.

"Towards the end of a school-day, the pale, wearied expression of both children and teachers is noticeable.

"It is impossible to put a large number of subjects for senior classes into a school-day of four hours. It is a boon to have quiet rooms for advanced courses, and the short day of three hours for Infants has given much satisfaction. A sliding scale might, I think, be judiciously adopted. Probably an attendance of three hours would be sufficient for Infants and First classes, four hours for Second, Third, and Fourth, and five hours for Fifth and Sixth. Such an arrangement would be particularly suitable for schools under one or two teachers."

Dr. Beatty:—

"The school-going population comes mainly from the small farming class, and parents seem to make excessive demands upon the assist-

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ance of their children at harvest work and potato gathering (which, in this part of the country, appears to be exceptionally and almost interminably late).

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Mr. A. Purser.

Attendance.

"For this reason, and owing also probably to educational apathy, the attendance in many of the country schools is lamentably irregular. In one school the percentage of average attendance to average number on rolls was for boys 44, for girls 50·1. In another school the average on rolls was 68·6; while the average attendance was 32·3. This means that the average child attends little more than two days a week. In other words, of every six week days he has two for learning and four for forgetting what he has learned. Under such depressing (and, it may be said without exaggeration, scandalous) conditions, it is almost surprising that children learn anything at all.

"The difficulty is to suggest a remedy. Compulsion does something, and can do a great deal; but, after all, compulsion is only the instrument, and public opinion is the motive force. Without public opinion behind it, compulsion does little more than serve as a standing protest against parental neglect. Compulsion was introduced into the town of Newry in the early part of last year, and is now being introduced into the Annaclone Division of Banbridge, No. 1, Rural District. There has as yet been very little experience in Ireland of rural compulsion, and it will be interesting to observe its effects (if any). In the town of Newry, one or two of the schools have benefited considerably. But a little experience of School Attendance Committees has shown so frequently how their efforts 'keep the word of promise to our ear and break it to our hope'; how, after a year or two of encouraging progress, there follows a relapse into ineffectiveness, that it would be rash to hope that Newry will be an exception to the rule.

"In Warrenpoint compulsion has now been in force for seven years, and in that time has effected little improvement. The following figures show what has been accomplished in that town:—

Year.	Average on rolls.	Average attendance.	Percentage of average daily attendance to average on rolls.
1893	396	271·4	68
1894*	490	299·9	73
1895	406	289·4	71
1896	387	278·6	72
1897	387·6	275·7	71
1898	402·9	286·3	71
1899	392·5	279·1	71

* Then came compulsion: from 1st of January, 1894.

"In my reports on the Newtownards district, I drew attention to the disappointing results of compulsion in that town, and here the result is, if anything, less satisfactory. In Newtownards the fraction of the total population on the school-rolls was something over 20 per cent.; in Warrenpoint it is something under. So far no serious complaint can be made. The fraction of the population which should be

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attending primary schools is usually reckoned at about one-fifth, and the number of children who are in a position to avail themselves of other than primary education must be larger in Warrenpoint than in Newtownards.

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"But when we come to analyse the figures in the table, it is difficult to see that the exertions of the Committee have been practically of much use. The percentage of average daily attendance to average number on rolls has certainly been raised appreciably since 1893 (from 68 per cent. to 71), and the average attendance has been slightly raised; but the average on rolls is actually lower than before compulsion, and under all the heads there has been a distinct falling-off since the first year of compulsion (1894).

"The ultimate and only really effective remedy for this state of things lies in an increased interest in education among the people, and a higher belief in its value.

"During my fairly lengthened service as an Inspector I have had no experience of such a series of epidemics as I have found in this district.

"As an example, I may refer to the village of Annalong, which was for more than a year under an epidemic of scarlatina, which reached such a pitch that (as the teacher wrote) 'those who were able left with their families, and the others sent their children away; and at the present time there is not a child in the village except those that are ill'; a description which is more suggestive of a mediæval chronicle of the Black Death than of an official document of the nineteenth century. This epidemic carried off two of the boys and six of the girls.

"But it may be taken as proved that schools require more attention from sanitary authorities than they have received. I believe that such a state of things as I have described above prevailed for months in the village of Annalong before the Notification of Diseases Act was enforced—a fact which explains a good deal."

Mr. Headen:—

"On the 30th September, 1900, there were 22,753 pupils on rolls in the National schools of this district, Evening schools and Poor Law Union schools excepted. The average attendance in those schools for the twelve months ended the same date was 14,630.

"Comparing the number above given, we find that the average attendance for the year ended 30th September, 1900, is 64·3.

"Clearly this percentage is much lower than it ought to be.

"Compulsory attendance has now been in force for some time in the localities of 122 of my schools. In eighty-four of these schools the teachers inform me that the enforcement of the Education Act in this respect has improved the daily attendance—in some cases very considerably, in others slightly. In thirty-seven schools the teachers state that it has not affected the attendance one way or the other, and in one case the teacher says it 'has acted injuriously.' The more general way in which the attendance has been affected is that it has been made more regular, and that the number in attendance is gradually forming a higher proportion of the number on rolls. Some curious answers were given me. In one large school I have been informed that 'the attendance in the lower standards has been improved, but the big girls stay away.' I received practically the same answer from a second school. In another school—'the attendance has been improved generally, but the children under six years old are more irregular than ever.'"

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Mr. Cox:—

"The whole of this district is now brought under the influence of the Compulsory Attendance Act. In the rural districts of Coleraine and Limavady it has sensibly improved the attendance, so far as my schools are concerned, during the limited time it has been in operation. In the Ballymoney rural district sufficient time has not yet elapsed to test its value; whilst in the Ballycastle district the members of the Committee have been only quite recently nominated. In the urban districts the meetings continue to be held regularly, and appear to be of advantage. The efficiency of the schools generally has, I hope and believe, advanced. But there is no doubt that there would have been a larger advance had teachers been in the habit of previously making preparations for each day's work. Lesson tables have come into more or less general use, but even where they have been availed of, it has been not seldom that I have noticed a teacher take a book from the hands of one of the pupils with the inquiry as to what the lesson might be."

Mr. Rosa:—

"An epidemic of measles has made its appearance in many parts of the district during the past six months.

"I am thoroughly in accord with the attitude of the Board in discountenancing a too hasty closing of the schools on the appearance of an epidemic, but where the medical opinion in the neighbourhood is strongly in favour of such closing as a means of stamping out an epidemic, such an opinion is deserving of the manager's very careful consideration.

"Since 1894 the compulsory clauses of the Education Act of 1892 have been in operation with more or less activity in the towns of Carrickfergus, Larne, and Antrim. Within the past few months committees for the enforcement of compulsory attendance have been constituted in Belfast, No. 1, Rural District, and also in the rural districts of Antrim and Larne. The Act will, therefore, be in operation immediately throughout the entire extent of the district. This is good so far as it goes, especially as it may probably lead in time to the awakening of local interest and practical sympathy in the working of the schools—a most needed factor in the improvement of elementary education in Ireland."

Mr. Murphy:—

"Notwithstanding the educational facilities afforded in this district by the close proximity of the schools to one another, and the superabundant accommodation provided, the attendance is very irregular. The Compulsory Education clauses of the Act of 1892 apply to the towns of Armagh, Keady, and Tanderagee, but their provisions are on the whole inoperative.

"The percentage of average attendance to average on rolls was 62·3 for this district; it was 64·5 for all Ireland last year, so that the Armagh district is below the mark in this respect.

"The Keady attendance is nearly 11 per cent. higher than that of the district generally. The comparatively regular attendance in Keady I attribute largely to the efforts of the Nuns and the De La Salle Brothers, and to the interest taken by the manager in the success of these schools.

"Irregular attendance is inexcusable in the case of town schools.

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"In rural schools, on the other hand, the low attendance during certain months of the year is due to natural causes, and to a large extent unavoidable. In the fruit-growing district, for instance, which lies between Loughgall and Portadown, there are many acres under strawberries and bush-fruit, and these require every available hand during the picking season.

"I think the proper remedy is to popularise the school by investing it with all the possible attractions of a healthy local institution, in which managers and parents—the whole country-side, in fact—can take an active interest.

"In a word, the parents should be drawn into the warmth of the school life, and convinced that the schools are still their own.

"Some years ago it was thought—indeed, there was a tolerable amount of certainty over the matter—that if education were free, the children would flock into the schools.

"By the abolition of school fees the value of the schooling is reduced in the eyes of the parents, and what was intended to be a step in advance has proved to be a step to the rear.

"The teaching staff of the district consists at present of 186 teachers, of whom 122 are trained.

"Of 149 schools, twenty-nine qualify by attendance for one, and only two for a second assistant."

TEACHERS AND MONITORS.

Teachers.

There is a general consent that the teachers are discharging their duties on the whole with fair efficiency, and have shown a praiseworthy desire to carry out the provisions of the New Programme. Some teachers, of course, are neither earnest nor skilful, but the proportion is no larger than in other professions. The bad point is the want of a ready means of getting rid of incompetent persons in the early years of their service. Several Inspectors suggest probationary service, such as is required in other countries. Adequate remuneration and certainty of fairly permanent employment seem necessary to attract persons of ability to enter the Board's service. The effect of the new scales of salaries cannot be estimated for some time and until more experience has been had of them.

A large monitorial staff is still maintained. These young persons are carefully instructed in the subjects of their examination syllabus, but their training as candidate teachers leaves much room for improvement.

Mr. Sullivan:—

"It seems to me that the time has come when the entrance examination should be raised. The best test of a teacher's efficiency is his success as principal or assistant in a school. The mere fact that a young person passes an examination is no guarantee that he or she will prove a useful teacher.

"I think, therefore, that every young teacher should be regarded as a probationary teacher until he or she has given evidence of teaching power by actual work in a school. An inefficient teacher is such an incubus on a locality that all reasonable precautions should be taken to prevent such a teacher from obtaining a *permanent* place in the teaching profession.

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Teachers.

"As the teachers carried out the Results scheme, though, in many cases, not approving of it, so now the teachers of the circuit seem quite willing to carry out, as far as possible, the New Programme. They have shown a great desire to join classes for Hand-and-Eye Training, classes for Elementary Science, &c. Several of the teachers in the City of Dublin have joined together and formed themselves into classes to learn Drill from competent drill instructors. Some of these are for men, some for women, and several of the teachers, after attending and paying for one set of lessons, commenced a second set. This shows that these teachers are anxious to learn the new portions of the school programme as well as possible."

Mr. Eardley:—

"It used to be a subject of well-grounded reproach that the teachers at their meetings, instead of discussing educational aims and objects, confined themselves for the most part to a ventilation of their grievances, including the tyranny of managers, crotchets of inspectors, and inefficiency of salaries. This can be no longer alleged, at least in this circuit, as the teachers are energetically taking steps to so qualify themselves that they shall be able to satisfactorily carry out the requirements of the New Programme. A much larger number applied for admission to the Dublin courses of instruction in Hand-and-Eye Training than could be admitted, and drill-masters have been engaged at several centres.

"Another point which shows the desire of the teachers to meet the views of the Board was the immediate introduction to their schools on the part of those who received instructions of the New Methods. Brickwork appeared to be the favourite, and next paper-folding.

"In the course of my visits to the schools during the year, I found with few exceptions the teachers at their posts actively engaged in carrying out their Time Table arrangements, their school accounts regularly filled, and a sufficient supply of requisites on hands. On the whole my impression is, the teachers discharge their duties with much fidelity and with fair skill."

Dr. Moran:—

"I consider the vast majority of the teachers of this circuit to be a most respectable body of public servants—upright, honourable, and earnest in the discharge of their important duties

"The monitors are carefully instructed as a rule."

Mr. Hynes:—

"It would be difficult to speak too highly of the earnestness of the teachers of District 37. I cannot say that I am surprised, but I am certainly very much pleased with the more than readiness, the ardour with which they have set themselves to master and introduce the subjects of the revised curriculum.

"Of course, a considerable amount of poor and slipshod teaching comes under my notice, but I have had the good fortune to hear a great many excellent lessons, in which I was much struck with the teachers' masterly grasp of the subject, their skilful manner of treating it, the clearness of their explanations, and, above all, the pains which they took to make sure that the children had grasped the right meaning."

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Teachers.

Mr. KEENAN:—

"The greater number of schools in this district can only command an average attendance of between thirty and fifty scholars, which would be quite too small to entitle them to the services of an assistant. About 50 per cent. of the young teachers who obtain employment here have been trained in a recognised Training College.

"The teachers of this district are an upright body of public servants, who discharge their duties faithfully, and are held in high repute by the people of the locality in which they reside. No instance of personal misconduct on the part of any of the teachers has come under my notice since I took charge of the Monaghan district, now upwards of four years ago.

"The teachers of small schools are often wanting in professional skill and not sufficiently alive to the importance of the duties they are called upon to discharge."

Mr. M'ELWAINE:—

"Training Colleges will play a still more important part in the future than they have done in the past.

"I have always considered that in the Training Colleges the great object for which teachers and candidate teachers were supposed to attend, viz., to be trained in the practical work of their profession, was put too much in the background. I do not consider that they are to be blamed for this, as the great stress was thrown on the result of the final examination.

"I have formed a high opinion of the teachers of the district. They are an estimable body of men and women, and do credit to the honourable profession to which they belong. It has been a pleasure to work among them, as I have found them more than willing to carry out whatever suggestions I had to make, and to co-operate with ms in my efforts to raise the efficiency of their schools.

"I find an excellent spirit among the teachers, and a desire to do what they can to make ths New Programme a success. Large numbers are attending Physical Drill classes under extern instructors, in order to qualify themselves for teaching the subject efficiently in their schools."

Mr. PEDLOW:—

"The teachers are straightforward, truthful, and, with very few exceptions, efficient in the discharge of their duties.

"But it is also beyond doubt that some of them make too little preparation for their work."

Dr. BEATTY:—

"As a rule, the zeal which teachers have shown in adapting themselves to the changed conditions is deserving of very high praise. I suppose that to many of them the aim and end of the new system is a mystery. There is little reading or thought about education to be found among country teachers."

Mr. HEADEN:—

"In the 128 Ordinary schools, 128 principals and 143 assistant teachsrs are employed.

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"The following tables show the classification and the numbers trained in the cases of principals and of ordinary assistants:—

I.—PRINCIPALS.

CLASS.	MALES.		FEMALES.	
	Trained.	Untrained.	Trained.	Untrained.
I¹,	13	1	13	5
I²,	14	2	3	4
II¹,	10	2	20	19
II²,	—	—	3	2
III¹,	—	2	2	12
III²,	—	—	—	1
Totals,	37	7	41	43

II.—ASSISTANTS.

CLASS.	MALES.		FEMALES.	
	Trained.	Untrained.	Trained.	Untrained
I¹,	—	—	1	1
I²,	6	—	3	1
II¹,	24	1	24	16
II²,	10	—	4	7
III¹,	1	3	1	30
III²,	—	2	—	8
Totals,	41	6	33	63

"In addition to these, sixty-nine classed lay assistants, officially recognised as such, are employed in the Convent National schools.

"From above tables it may be seen that 61 per cent. of the principal and 51 per cent. of the assistant teachers of this district have gone through a course of training, and that the large numbers ranking in the higher classes speak well for the attainments and qualifications of the staff as a whole. I can express myself only in terms of praise in regard to their devotion to their duties, their efficiency in general, and the cordial and earnest manner in which, with scarcely an exception, they have taken up the New Programme to the best of their ability. I feel satisfied, moreover, that in few other districts are the teachers better prepared with special qualifications to undertake this work. Music, Drawing, Cookery, Manual Work, and Elementary Science are branches to which the New Programme

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attaches chief importance, and the following table shows how the teachers of this district are equipped for giving instruction in them:—

Number of Teachers	(1.) Who hold Certificates of competency to teach	(a) Singing,	143
		(b) Drawing,	149
		(c) Kindergarten,	80
		(d) Cookery,	44
	(2.) Who have attended a recent Course in	(e) Manual Training,	40
		(f) Elementary Science,	5
		(g) Tonic Solfa,	75

Mr. Cox:—

"In general, the teachers of this district are capable and earnest, and they are at all times willing to accept and act on any suggestions."

Mr. Ross:—

"I had some experience of Carrickfergus district on two previous occasions when acting as an unattached inspector, and I was much struck on renewing my acquaintance with the schools to find how great an advance in efficiency had taken place in some of them. This is due largely to judicious appointments having been made as vacancies arose. This commendable action on the part of the managers still continues.

"In the interests of the teaching profession itself, not to speak of the still more important interests of the public, every precaution should be taken to guard against persons devoid of aptitude for their work entering, or if recently entered, remaining in the profession. A period of probation after entering, and the withdrawal of certificates while such persons were still young and fit to turn to something else, seems one necessary step towards the exclusion of the unfit."

Monitors.

Mr Sullivan:— Monitors.

"Monitors continue to receive careful instruction in their literary programme from the teachers of their school. In Dublin City very few male monitors complete their term; long before it is completed they find more remunerative employment at other work. On the other hand, the monitresses who complete their course in the city schools, are far in excess of the number of places which can be obtained by them in Dublin, so that several, unless they give up teaching, must go to country schools or to England."

Mr. Hynes:—

"The answering of the monitors of the district at their school examinations is, on the whole, satisfactory.

"In the city boys' schools it is very difficult to find really suitable candidates who intend to follow teaching as a profession, and are earnest about the matter."

Mr. M'Elwaine:—

"I should like to see a number of the best monitors allowed at the end of their third year to enter on a three years' training course, completing the entire course in six years, instead of seven, as at present.

"I do not consider our monitorial system an efficient one. At any rate, it is not so efficient as it might be made. The fault lies not so much in the instruction of the monitors as in their practical training.

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"The training of monitors should begin with the low classes, and as they increase in age and experience they should be advanced to higher work, till at the completion of their term of service they had some experience in teaching all classes and subjects—this, of course, to be done under the supervision of a teacher.

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Monitors.

"I have to speak favourably of the way in which the literary training of the monitors has been attended to.

"In many schools in Belfast the special instruction of monitors is not really carried on by the teachers of the schools which they attend. At least many monitors attend evening or Saturday classes in the city for a length of time prior to their examination."

Mr. Cox:—

"On the whole, I think, the monitors are carefully trained and taught. In most cases a senior monitor is able to teach a lesson effectively and to control his class properly."

Mr. Ross:—

"There are seventy-five monitors serving in the district.

"With very few exceptions I have found these young people diligent and attentive, and no instance of neglect of their instruction on the part of the teacher inside or outside school hours has come under my notice.

"There is a general tendency to regard the monitor too much in the character of an addition to the working staff, and too little in the character of an apprentice to the office of teacher."

PROFICIENCY.

Proficiency.

The schools were during the past year in a more or less unsettled condition owing to the change of school programme. Under the circumstances the reports are as favourable as could be expected.

Mr. Sullivan:—

"The year to which this report refers—the year 1900—will long be noted in the history of primary education in Ireland as the year in which the Results system was abolished. For thirty years this system was in complete possession of the primary schools of the country. When introduced it did much good, but the evils connected with it having been permitted to thrive and flourish, outgrew its good points. Every human system must have bad points as well as good points, and far more depends on the manner in which a system is actually worked than on its merit as a printed Code. Probably the greatest evil which exieted in the system in existence from the establishment of National Education up to 1870 was that the promotion of pupils was altogether too slow. As a consequence of this children remained year after year in the same junior classes, and so left school unable to read an ordinary book with intelligence, unable to write a letter, unable to make up correctly the price of a number of articles, the price of one article being given. Practical educationists had become aware of the defects of the old system, and steps were taken, though slowly, to remedy these defects, but in 1870 the Results system was introduced as a panacea for all evils, and the old system dropped into forgetfulness. The Results system gradually developed its defects, and one of the most important of these arose from the

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fact that, year by year, the very same payment was made for very indifferent teaching as for first-rate teaching. Now it is much easier to bring pupils up to a low standard of proficiency than to bring them to a high standard, and as the Results fees were the same in both cases, numerous evils necessarily followed. Reading, in many cases, was wanting in intelligence and distinctness; Penmanship and Composition, though sufficiently good to secure a 'pass,' were weak and unfinished; Arithmetic failed to develop the intelligence of the children, and became purely mechanical. In time, too, it became apparent that the hand, the eye, and the ear were receiving little or no training in most of our primary schools. The abolition of the Results system should, it is to be hoped, remove the evils which—whether necessarily or otherwise—had become incorporated with it."

Mr. Eardley:—

"The year 1900 will be memorable in the history of Irish National Education as seeing the abolition of the system of Payments for Results, after an existence of close on thirty years. Such an event was not wholly unexpected, as it was pretty plainly indicated in the Rsport of ths Commission on Manual and Practical Instruction, and as the Results system had been given up in Great Britain. I well remember ths chorus of approval with which the introduction of that system was hailed, particularly by the teachers, to whom it brought a very considerable increase of income. It certainly roused the dormant among that body, and for a long time was productive of much good. Gradually it was perceived however that education, an intangible product, could not be estimated by a system of numerical value, and that its suppression was inevitable."

Mr. Keenan:—

"A respectable proportion of the schools are well taught, and the different classes are well up to the requirements of their respective programmes. Pre-eminently in this class are the Model schools and Convent schools of the town of Monaghan. In these schools failures in any of the subjects of their classes are rare upon examination day, and in addition to the ordinary subjects of the programme, a large number of optional and extra branches are successfully taught.

"I desire further to bring under your notice Cornanure and Drumsheeny schools as affording sxcellent specimens of really good schools, situated in backward country districts. The special prizes awarded to clever boys on sntering St. Macartan's College are nearly always carried off by pupils of these schools.

"I now come to deal with the proficiency of the schools, and shall begin with the important subject of Reading. In this subject I am able to report an improvement as compared with the Reading in our schools two years ago. The Reading now is fluent, the words are correctly grouped, and ths subject matter is fairly well understood. The pronunciation is still defective, and the repetition of poetry is wanting in taste and expression. I attribute the defects in this subject to the excessive employment of unpaid monitors, and to the utter want of discrimination in selecting pupils for the purpose. I have sometimes seen a pupil of the first class in charge of a class of eighteen infants. Of course the infants received no benefit from the instruction of this child. The defects in pronunciation are due to the teacher not giving sufficient attention to the pronunciation of the words in the lessons they read for their scholars.

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"Writing is well taught to the pupils of the Fourth and junior classes. But many teachers consider they have fulfilled the requirements of the programme if they have taught the pupils of these classes to imitate the head-lines of the copy-book prescribed for these classes, and their further progress in this branch can only be acquired by writing exercises, &c. Unfortunately the pupils of Fifth and Sixth classes in the schools in charge of such teachers do not write their exercises carefully, and we often find them dirty, as well as badly written.

"I am happy to be able to report a marked improvement in Spelling in the schools in this district.

"The Programme in Arithmetic is divided into three heads:—(1) Tables and Notation, and Numeration. In general the pupils, especially those of the lower classes, know their tables well, and we rarely find the children of these classes having recourse to artificial means, such as counting on the fingers, &c., when working their sums. Notation and Numeration are also fairly well known. The second head in Arithmetic is Mental Arithmetic and Addition of Money. Mental Arithmetic is taught in most schools with moderate success.

"The third requirement in Arithmetic is the special rules prescribed for each class. The answering on this portion of the programme is in general most satisfactory. The questions set are neatly and accurately worked out.

"Needlework.—Plain Sewing, Knitting, and Cutting-out are taught to most of the girls attending school here, as we have in nearly all the schools a female teacher or a workmistress paid by the Board. The making of Clones lace is a local industry in Monaghan.

"Music is taught in all schools in which the teachers hold certificates of competency to teach the subject. Hullah's method has in nearly every school been superseded by the Tonic Sol-fa. The teaching of Music has received a great impetus by the adoption of the New Programme, and has in many places added greatly to the attractiveness of the school. In places where the children would not come to school before 10.30 or 11 o'clock a.m., I find there is a full attendance at 9.30 a.m., so anxious are the children to be present at the Music lesson.

"Drawing up to the present has not been taught in many schools in this district. Even in schools where the teachers hold certificates of competency they in many instances refuse to teach it.

"Book-keeping is taught in only twelve schools, but I found in every instance the sets neatly written out and the entries well understood by the pupils.

"Algebra, and Geometry, and Mensuration are taught in very few schools, but the answering of the pupils in every instance showed a thorough mastery of the course prescribed by the programme, and careful teaching on the part of their instructors.

"A short course of Experimental Science was taught to the boys of the Fifth and Sixth classes in the Model school. French, first and second years' course, was taught with great credit and success to senior class pupils in the Monaghan Convent and Model schools."

Mr. M'Elwaine:—

"The Reading and Spelling programme for Infants receives due attention except in a few schools. When Action Songs and Drill are selected as the exercises for Infants, they are, as a rule, well taught,

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but Drill cannot be properly carried on without the aid of a musical instrument. Ball Frame is frequently chosen, but is seldom effectively taught.

"I do not know a better instrument for cultivating the intelligence of pupils than Object Lessons, and they are capable of being used for all standards, from the lowest to the highest. It is perhaps the best test of teaching skill there is, for to be able to give a good Object Lesson implies the possession of a variety of good qualities.

"The general character of the Reading in the schools of this district is of a good mechanical kind. It is rare to meet with bad Reading, but it is also rare to meet with what one would call *good* Reading. Ease, accuracy, and attention to punctuation are all met with, but the style is monotonous, without intelligence or expression, and grouping or phrasing is not well done. The present educational scheme enables one to set up a higher standard than the old one did, and I have been pleased to see the efforts put forth by many teachers to change the character of the Reading in their schools, and to find a very satisfactory improvement in this respect within the past few months. It is a hard task, but when they have overcome the initial difficulties, and have established a good style of Reading in their schools, they will have no more trouble in maintaining a high standard than they had in producing the mediocre article of the past.

"Explanation in general receives fair attention in this district. I seldom find it good, and I seldom find it bad.

"One important part of education which has received little attention in time past will, I hope, receive in the future the attention which its importance merits—I mean the training of pupils to follow the context of what they read, to understand the argument or the information conveyed, and to be able to reproduce it when called on, not by rote, as a memory exercise, but transmuted by the alchemy of the mind.

"The repetition of Poetry may be described as fair. The prescribed number of poetical pieces is committed to memory by the pupils, but one rarely or never hears a tasteful and sympathetic recitation of a poem.

"When pupils are too poor to purchase Historical and Geographical Readers a supply might be kept in school to be given out at the beginning of a lesson and taken up at the end.

"The standard of Writing in the district is not high. It may be described as fair. I do not often meet with really good Writing, and I seldom meet with bad. It is a subject in which pupils receive very little teaching.

"I cannot speak highly of Letter-writing. It is inferior in most schools. Grammatical errors and misspelled words are of frequent occurrence. The every-day language of the pupils bristles with solecisms of speech, making it more difficult to teach them to write correct English. Oral Composition should form the basis of written, and the New Programme very properly draws attention to this by requiring pupils to give their answers in complete sentences. They should be trained to speak correctly, and inaccuracies of speech should invariably be corrected by the teacher.

"I do not consider that this very useful subject has got sufficient attention, and when Letters are written they are frequently not examined, or examined in a slovenly manner. In such cases no improvement need be looked for.

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"Composition exercises might go hand in hand with lessons in the Readers—literary, historical, or geographical.

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"Arithmetic of junior classes is not satisfactory. If pupils were judged by accuracy of work only there would be few failures, but tables have been systematically neglected. Answers were arrived at by mechanical aids, generally by counting one at a time, less frequently by finger-counting. When a bad foundation is thus laid, Arithmetic of senior classes is usually tainted with the same defects.

Mr. A. Purser.

Proficiency.

"From a comparison of the work done this year with last year's examination rolls, Arithmetic of senior classes seems to have retrograded to some extent. I attribute this to the change in the programme.

"Oral Spelling of First and Second classes is, as a rule, satisfactory, but Writing from Dictation in the higher classes is too often poor.

"When this subject is badly taught, the reason is to be found in one or both of the following—insufficient practice or slovenly correction.

"Grammar is the subject taught in our schools with least satisfactory results. I frequently find the proficiency in it very poor.

"The proficiency in Geography does not rise above mediocrity. The fact that it does not appear in the New Programme as an examination subject has probably not been without influence.

"I believe there was a time when the use of the globe was known in Irish schools, but that was in the pre-Results period.

"Now that the old order is yielding place to the new, it is to be hoped that these globes will be again produced, dusted, and used; and that where there is none, one will be bought. Every school should also have a compass, in the use and understanding of which the pupils should, as far as possible, be trained.

"Of other subjects, Singing and Drawing are taught in the large majority of schools. Next to these, Algebra and Book-keeping are most frequently taught.

"The Tonic Sol-fa system is steadily displacing Staff Notation. It is more easily taught, and seems to suit National schools better. The subject is carefully taught, but the selection of school songs leaves much to be desired.

"Drawing in the past has not been a success in National schools, and I shall be interested in seeing the result of the lines of teaching laid down in the New Programme. We have hitherto paid too much attention to lines and too little to form. For practical use the latter is of much greater importance.

"I understand that the New Programme is more practical in its character, which will be an undoubted gain."

Mr. Pedlow:—

"I examine, in Belfast, children of Irish, English, and Scotch parentage, and what has given me some thought is the feeling which English children display in their reading of simple passages from books on the Board's list. They try to read as they speak. Our Scotch friends are somewhat deficient in this respect. I cannot say that they are better, possibly they are worse, than ourselves. Until recently distinct enunciation, with attention to the period or full stop, was all the teacher aimed at.

"There is now no mere mechanical pass, and the teacher's model acts as a stimulus to the child. The monotonous pronunciation of words has to some extent ceased. Extension of knowledge, combined with expression, is aimed at.

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Proficiency.

"A taste for Reading is cultivated through the medium of school libraries, and their extension should be encouraged. Belfast makes use of the City Free Library, but, as a rule, only religious publications occupy the school-book presses.

"There is a tendency to return to the old system of Writing from imitating the teacher. Its advantages are class instruction and uniformity. All in the same standard write the same copy at the same time. It is much the same as Drawing from suspended charts, and beyond doubt there is valuable hand-and-eye training in the process. Head-lines on blackboard are only used for junior classes, especially the First. For senior classes head-line copies are preferred. In some schools short stories are read for the children to reproduce in transcription books. This is a most useful exercise, which cultivates the memory and forms an introduction to Composition. The exercises in Fifth and Sixth classes are more carefully marked than before, and the carelessness of home-work is diminishing. The letters still contain too many grammatical mistakes, which are constantly repeated, and too many misspelled words.

"*Spelling.*—The method of teaching Spelling has been changed to meet the requirements of programme. In the different standards Word-building is now taught, and the children are practised in making short sentences of their own containing words selected for them.

"This is useful also for Composition. In Dictation the misspelled words are not always re-written correctly by the children, and sometimes they are not corrected at all. Such exercises are worse than useless. I find Transcription too much given in senior classes. Whilst in junior classes it is most useful, in senior classes its value diminishes.

"*Arithmetic.*—An hour, and frequently an hour and a-half, were devoted daily to the teaching of this subject, and test cards, containing examples of all rules, seemed to be the favourite method of securing passes.

"Practical and Commercial Arithmetic did not figure in the programme. I have endeavoured to attach importance to Mental Calculations, and to a thorough knowledge of the Addition and Subtraction Tables.

"The advent of the New Programme in Grammar appeased the minds of interested instructors more than any other reform. Three half-hours were devoted weekly to this subject, but distaste through want of progress became chronic.

"The goal to be reached seemed devoid of educational advancement.

"That it would make the pupils speak correctly was not even dreamt of.

"The standard required was beyond the years of the children. We have now before us another system, and one applicable to daily life. The most important element of it is the correction of grammatical errors.

"Text-books and home tasks in Geography are given up. They were objectionable to teacher and scholar alike, owing to the inactivity of mind which they encouraged. Readers have now been introduced, but dissatisfaction prevails owing to what is considered the unsuitability of these Readers for Irish schools. The teaching of this subject is at present time in a very unsettled state. I have not yet seen in the course of my inspection a ground plan of a school-room according to scale. In many schools there is no globe, and lessons on the

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globe are very few, whilst the map is in daily use. Measurement of distance on either map or globe, the rules for determining time, the causes of variations in temperature, even how to fix the cardinal points, have practically been unattempted.

Mr. A. Purser.

Proficiency.

"In all city schools, and some of the rural schools, Music is taught, and almost entirely according to the Tonic Sol-fa method. Previously I complained of harshness of voice and shouting. The constant use of the modulator tended to correctness of pitch rather than sweetness of expression. In some schools I have latterly noticed improvement in Singing.

"In Drawing one feature is the discontinuance of grooved slates, another the partial disuse of the rubber. Pupils generally like the rubber. They manifest much greater delight in erasing than in drawing a line.

"Again, although I see Blackboard Drawing, I never see the object itself placed before the children; their curiosity is not aroused to ask questions. The lesson proceeds just as one in transcription. Within the last few weeks I was surprised to find remarkably good original designs in freehand. A talent not before brought to light in National schools here has caused astonishment. Teachers considered original designs in freehand difficult. They will find them much more interesting than mere copying.

"In the Infant schools and Infant departments Kindergarten occupations have been systematically taught. Building, Paper-folding, Weaving, and Stick-laying are dexterously done by the little ones. They scarcely ever have a simple talk with the teacher; yet this, if well directed, would be one of the best means of developing their inquiring nature. In some schools there is not sufficient life or enthusiasm, without which the gifts flag in interest. In the ordinary National schools Manual Instruction has as yet received little time or thought.

"I have not yet seen any Object Lessons given in senior schools, nor have the courses to be adopted in Elementary Science been definitely fixed.

"I cannot express a very favourable opinion of the Object Lessons given in Infant schools. Many of them are more suitable for senior classes. They are lessons at which the teachers deliver little lectures, whilst the children endeavour to attend or to keep quiet. These lectures are interspersed with questions as if taken from a catechism, and the children respond, either individually or simultaneously, by repeating answers committed to memory. I do not say that all Object Lessons partake of this character. There are exceptions. The subjects selected have no sequence, no relation to one another, and they do not form a proper introduction to science or the study of nature. The surroundings of the children are not sufficiently taken into account. The lessons do not begin by making the children observe, find out, and tell all they can about the objects. They are a means of imparting knowledge, but not of training the mind.

"A good start has been made to establish Physical Drill. Immediately after the issue of the Revised Programme, private classes were established in the city, and many principals and assistants attended them. Instruction was also extensively given in schools by experts. As a result, the programme has already been pretty well mastered. There are, as I previously stated, no school games, nor is any inclination evinced to establish them.

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Proficiency.

"The time for Needlework has been reduced to three hours or less weekly, and I see no difference in the quality of the work. I cannot, however, report any improvement in any of the classes. The sewing in Belfast schools never was during my period of inspection very good, nor is it likely to be as long as ready-made clothing can be cheaply purchased.

"A great obstacle to education was rapid promotion—hurrying from class to class, which parents desired and enforced on teachers. Now there will be time for the acquisition and digestion of knowledge, and for the development of the intellectual faculties."

Dr Beatty:—

"Owing to my short experience of this district, my remarks on the teaching must be of a rather fragmentary character.

"To begin with the Infants and their Object Lessons. Probably in all teaching there is no more difficult test of instructional ability than the treatment of an Object Lesson for little children.

"It is hardly, therefore, strange if the ordinary country teacher does not succeed where a Pestalozzi would be required for complete success.

"Professor Henry E. Armstrong has summed up the whole matter in his quotation from Huxley:—'The great end of life is not knowledge but action,' which, being translated into the language of primary education, means, that if you give a child the faculty to do things and find out things for himself when he wants them, it does not much matter whether he has learned any facts. Of course it would be reprehensible to omit to furnish him with facts, incidentally, when this can be done; but, apart from the absolutely indispensable arts of reading, writing, and counting, the efforts of the teacher should be devoted to the training of faculty, not to the communication of facts.

"If this is so, most of the Object Lessons given are on radically wrong lines. The children are crammed with facts instead of being led on to use their senses of touch, sight, hearing, &c., and to reason out the interpretation of what they see, and touch, and hear.

"Can any means, then, be found of rendering these Object Lessons for little children more useful? I think so. The first way to mend them is very simple: that the teacher should sit down.

"Then a chatty style should be adopted; there should be no long words.

"Then the children should be encouraged to talk and to ask. They should observe the object and should describe all they see in it. They should be told nothing which they can find out for themselves, and they should be helped only towards helping themselves.

"The Commissioners have declared Reading to be 'the most important subject of the programme,' and it is a very great pleasure to be able to state that this subject is now at last receiving its due (or something approaching its due) attention. It is certainly growing clearer and more audible. It is still lacking somewhat in fluency and greatly lacking in expressiveness. But, undoubtedly, the foundation for a real improvement has been laid. Explanation of the subject matter is making less progress; and repetition of poetry is, in this district, a decidedly weak subject.

"As to the other subjects, it is hardly of any advantage to speak of them."

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Proficiency.

Mr. Cox:—

"Reading is very much as it was at the time I sent up my last General Report, *i.e.*, verbally accurate, but wanting in expression. It appears to me that not only should a good deal more attention be given to *pattern* reading by the teacher, but the pupil should be made to give more care to exact and clear enunciation. Rarely can a listener who is not provided with a book follow the reader.

"But expressive reading connotes that the pupil understands what he is reading, and this is the main difficulty. At present, when one is examining on the phraseology the pupil looks for the key-note of the expression—if I may say so—in one of the words of which the meaning is given at the head of the lesson; indeed, he generally turns back to see if an explanation is given there. If that key-note is there, then he gives its meaning; if it be not there, then no answer is forthcoming.

"Where the Reading is verbally inaccurate, it is my experience that it usually arises from the teacher not having a book in his hand. I find singular nouns and verbs pluralised, small words omitted, &c., and that, too, without destroying the sense; and enquiry generally brings out what I have stated.

"The character of the Recitation of Poetry and of the Reading evidently tends to be the same. The recitation of set pieces of poetry cannot show much improvement until the pupil enunciates more clearly, and has an intelligent appreciation of what he is trying to recite.

"Writing is generally pretty good.

"In the higher classes a head-line copy is generally written daily, but I think it almost more important that extreme care in the written exercises should be insisted on. But extreme care on the part of the pupil must be followed by extreme care in the supervision not only of the neatness and regularity of the penmanship, but of the punctuation, spelling, use of capital letters, &c. And this is precisely where adverse comments arise, especially at incidental visits.

"In the Dictation mistakes are not numerous at my examinations, but it is otherwise in the Letters. Here, it seems to me, the pupil spells a word very much as he pronounces it, and this is another reason why accurate enunciation should be insisted on.

"Arithmetic is generally satisfactory. Counting by means of strokes or the fingers seems to have almost ceased. In the senior classes, intelligence in method and neatness of work still show room for improvement. Mental work is poor, and many mistakes arise from inability to translate into figures a number dictated or written in words.

"The answering in Grammar is generally sufficient for a pass-mark, but this appears to me to be secured not by a really intelligent appreciation of theory, but by a persistent grinding away at parsing sentences, especially on paper as home work.

"It has sometimes struck me that the teaching in this subject has failed to be entirely satisfactory, because what has been learned out of the text-book has not been applied immediately and without delay to a sentence. Not only is this so in the oral work, but a sentence given to be parsed as a home lesson generally bears no connection with what has recently been committed to memory. Thus it happens that I have now and then remarked to a teacher that I thought that what had been learnt in Grammar or Geography as a home lesson,

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could be much more profitably dealt with during the half-hour set down on the Time Table for the subject than during the few minutes that it would receive if heard merely as a home lesson.

"The sub-heads have always been the portions of Geography in which the answering is least satisfactory, and this applies from the Third Class (points of compass, &c.) to the Fifth Class (latitude and longitude).

"The pupils generally show a satisfactory knowledge of the map.

"Needlework is generally pretty good; in a few schools it is excellent.

"Extra and Optional Subjects have very nearly dropped out entirely since the beginning of the financial year, but, owing to the influence of the New Programme, Drawing and Singing have become more general."

Mr. Ross:—

"With regard to the general proficiency of the schools of this district it is, I am convinced, considerably above the average.

"Really good Reading is occasionally met with, and the proficiency in this subject generally reaches a higher average standard than I have met with elsewhere.

"A prevalent defect in the Reading here, as elsewhere, is a tendency to mumbling, a want of distinctness of articulation, owing to the words, especially the terminations, not receiving their full sound. This carelessness of utterance is particularly observable in the recitation of poetical pieces.

"Writing is fairly satisfactory. The earlier introduction of paper should have a good effect. It will likely check one of the chief faults in the teaching of First Class, viz., the want of judgment often shown in graduating the blackboard copies.

"Spelling up to Second Class is generally good, so far as detached words are concerned. Phrase Spelling is less satisfactory. Where Spelling is unsatisfactory in Third and higher classes, I generally find that systematic preparation of the page from which the dictation passage was to be chosen had not been enforced. In the absence of this previous preparation dictation is of little value as a teaching exercise; as a test of Spelling it is always valuable.

"The proficiency of the higher classes in Arithmetic in many of the schools here was fairly satisfactory, and, in some, highly creditable.

"Mental Arithmetic is decidedly weak.

"In Grammar the proficiency is variable. The skilful teacher succeeds in leading the children to think, but in the hands of the less successful, the subject rarely attains any degree of real value as a mental training. The introduction of Analysis cannot fail to be productive of good.

"The requirements of the late programme in Local Geography were, as a rule, successfully taught. Blank maps of Ireland and Europe are found in practically all the schools, and the acquaintance of the pupils of Fourth and Fifth Classes with the blank Map of Ireland was usually creditable. The cardinal points with reference to the school and playground are now generally taught. The adoption of skilfully drawn-up Geographical Readers should introduce much-needed changes in the instruction in this branch.

"Needlework may be regarded as fairly satisfactory, and, occasionally, specimens of excellent sewing are met with.

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"Unfortunately there are not a few small mixed schools under masters where the average of girls does not warrant the employment of a workmistress. In these cases the girls are utterly deprived of training in Needlework. Where two echools of this character are within a reasonable distance of each other, it might be possible to arrange for a workmistrees to give half the usual time in each, visiting them on alternate days.

"Instruction in Drawing is rapidly extending in the schools. Where the subject has previously been taken as an extra branch the proficiency is pretty fair. Like Drawing, the numher of schools in which Singing is taught is rapidly increasing. In a considerable number of theee schools good progress is shown. The Tonic Sol-fa system is almost invariahly adopted.

"Exclusive of the Model schools, there are four Infants' schools in the district. Drill and Singing form a regular part of the course in each. The proficiency in these exercises is fairly satisfactory. Within the past two years the Kindergarten system has heen introduced with fair success into three of the Infants' schools. Steps have also been taken recently for its introduction into the remaining one. Two suitahle exercieee at least are now presented at the annual examination of the Infants' Class in all the schools.

"The aime of Ohject Lessons are now more accurately appreciated by the teachers, but, as in many cases, the giving of Ohject Lessone is a new departure, a moderate standard is all that should he cxpected for the present. Picture Lessons, though unquestionahly inferior in educational value to Object Leseons, should not be discarded altogether. Even the very youngest children can be interested in a picture, and in thie way a useful conversational lesson can often be introduced."

Mr. Murphy:—

"I have not noticed any appreciable change in the character of the instruction given in the schools which I could properly ascribe to the abolition of individual examination. Nor can it be seen as yet how far the character of the attendance will be affected by a change which allows, or, rather, which requires a pupil to be presented for examination at the end of the school year, no matter how badly he attended during the year. A longer time than has elapsed since the system was altered will be necessary to afford satisfactory evidence on these points. This much, however, I may say: I have not noticed any inclination on the part of teachers to relax their efforts in any direction, under any such mistaken notion as that less would be required than formerly, or that results were no longer to be accurately gauged, or to be of much account.

"The proficiency in Reading is steadily improving, and in general I may say that this important branch is receiving careful attention throughout the district, and, in not a few schools, with marked success. Natural voice-inflection is now occasionally heard. It is still, I am afraid, looked upon as a somewhat useless artistic embellishment, but I am satisfied that a number of teachers are using their best efforts to secure it. More time ie given to the explanation of subject matter than formerly, with the result that the anewering of the pupils is more intelligent in all subjects.

"I coneider the Penmanship of the dietrict, on the whole, satisfactory.

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"Composition is steadily improving, but in the absence of any systematic effort to eradicate grammatical errors, a number of hideous solecisms disfigure both the written and the spoken language of the pupils, and not unfrequently, I am sorry to add, of the teachers themselves.

Proficiency.

"As far as I have seen as yet, Analysis of Sentences is not properly taught, and Correction of Errors is receiving little attention. Skilful and systematic treatment of these grammatical exercises will be needed if they are to be of any value.

"Before the change of programme was announced, more than ample time was devoted to Arithmetic, and the proficiency in this branch was, generally speaking, satisfactory. Less time is now given, as much less is required.

"In town schools, and other large schools where the senior classes are well attended, and where pupils spend several years in Sixth Class, there is an evident intention not only to secure the cultivation of the intelligence and a proper development of the faculties, but to secure also, at any rate for some of these pupils, sufficient knowledge of certain branches to fit them as candidates for various positions in life.

"The proficiency in Geography has been steadily improving during the last two years, and, as a general rule, I find that the pupils have a useful and intelligent knowledge of this subject. This improvement I ascribe to the increased attention which has been paid to map-drawing and out-line map exercises.

"Needlework has been taught up to the present on no definite system, the application of class-teaching to this important branch of a girl's education being scarcely thought of. A very fair proficiency has been attained by individual teaching."

NEW SYSTEM.

New System.

The teachers have endeavoured to adopt some of the new work in their schools, but, owing to circumstances, many things have had to be omitted. A point requiring serious attention is the classification of the children. One effect of the introduction of the New Programme has been a wholesale stoppage of promotions, and in many cases even a general depression of pupils from higher to lower classes.

Mr. Sullivan:—

"The New Programme has commenced with many advantages. As I have said, the teachers of the circuit, though by no means unanimous concerning its details, are practically unanimous in a determination to carry it out with all the zeal, skill, and energy which they can command. The children in the schools seem much pleased with several parts of the programme, especially with Physical Drill, Measuring, and Weighing. The managers are friendly, though many of them have not yet formed a definite opinion as to the merits of the New Programme. I can speak confidently for the Inspectors of the circuit, and I am satisfied that they will cordially co-operate with the wishes of the Commissioners. The new scheme is, therefore, favourably launched, but it is too soon to judge of its practical success."

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New System.

Mr. Eardley:—

"Unlike its predecessor, the new system was received with some misgiving and much misrepresentation, but I have no doubt the change will be highly beneficial, based as it is on rational lines by appealing to the intelligence rather than to the memory, and, as far as possible, by dealing with realities rather than words.

"The New Programme for the first time gives to Reading that pre-eminence which it deserves. This, though the most important of all the school subjects, was the worst taught of any. It was often a matter of remark how much better a stray child, who had been taught in England, Scotland, or America, read than those taught at home. The contrast was painfully evident in the indistinctness, faulty grouping of the phrases, and deficiency of expression."

Mr. Hynes:—

"A good deal of work on the lines of the New Programme has already been commenced.

"I am pleased to find that the key-note, 'Quality, not quantity,' so judiciously struck in the recent instructions, is awakening a response.

"The Metric System and Practical Measuring have been taken up in quite a number of schools, and Practical Weighing in not a few.

"Physical Drill, so far, is the favourite amongst the new branches, and has been the most extensively practised.

"Drawing and Vocal Music have, so far as I have had an opportunity of seeing, been taken up in all schools in which there are teachers holding certificates of competency to teach same. Some non-certificated teachers have likewise essayed, with some success, to introduce them.

"Much has not yet been done in the way of Elementary Science or Manual Instruction proper. There are two reasons for this—the comparative smallness of the number of teachers who have received training therein (and in the former particularly); then the cost of the requisite appliances."

Mr. Pedlow:—

"The year just ended has been one of unsettled thought. The sweeping away of the Results system of payments, and the radical changes in the Programme so quickly made, astounded and bewildered teachers and managers alike. At first there was anxiety about incomes, then anxiety as to how the requirement of the new Code could best be carried out. Good teachers realised at once that complete changes in method were necessary, that school life must assume a different tone, and that the hurried cramming must cease, and be supplanted by systems requiring activity and development of intellect. It is very gratifying to find that the new regulations were most loyally received, that they were hailed as a vast reformation, that not a single grumble, not a single murmur, was ever made to me by manager or teacher regarding them. I was simply inundated with questions at every visit of inspection, and welcomed in the schools as a bearer of information. I am afraid that sometimes I was unable to elucidate difficulties encountered. Already parts of the Programme have been thoroughly discussed and mastered, but before it can be fully taken up special training is required. In Belfast, where there are more than 1,500 teachers, all, or almost all eager for knowledge,

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courses in Elementary Science and in Hand, Eye, and Ear Training would be profitable, and I trust that before long they will be successfully conducted here. In official letters to the Board I have pointed out the importance of local classes. Applications for Science training are constantly made to me.

"I cannot speak too highly of the efforts made by many of the teachers to introduce fully the New Programme. At considerable expense some have employed extern specialists, and others have gone to private classes to thoroughly qualify themselves for their new duties.

Dr. Beatty:—

"It is yet impossible to report on the teachers' handling of the Revised Programme.

"The district generally is stirring briskly with the Revised Programme. Singing and Drawing are being widely introduced, and the recent successful and skilful course of Tonic Sol-fa teaching, as well as the course now proceeding at Kilkeel, will, I have no doubt, prove most beneficial. Apparatus for the Arithmetic programme has been provided in a good many schools. A large number of the teachers have attended classes in Drill, and in some cases the movements are already executed with praiseworthy precision. Miss Cullen visited the girls' schools of the district, and a few of the mixed schools, with rapidity and energy, in order to introduce the collective system of Needlework instruction and improved methods in this branch, and samples for the collective teaching are being prepared in the schools. A course of Cookery and Laundry instruction is to begin in Newry at once."

Mr. Headen:—

"I have great pleasure in reporting that as soon as the New Programme came into the hands of the managers and teachers of this district, the universal attitude was one of earnest anxiety to adopt it as early and as fully as possible. In a few cases in the beginning, there were some doubts and perplexity respecting certain features, arising through misconception, and in regard to the introduction of two or three branches, there are difficulties still which only time can solve; but at present the New Programme, to a greater or less extent, is in operation in every school in this district.

"In forty of my schools English with its several sub-heads, is taught fully in accordance with the New Programme. Twenty-five of these are Infant schools. In the remaining fifteen, three sets of Readers—Literary, Historical, and Geographical, are in use; and Writing, Spelling, Word-building, Composition, and Analysis are attended to in accordance with the new requirements. In sixteen other schools Historical Readers, and in thirty-one other schools Geographical Readers, are in use, in addition to the ordinary Literary Readers. In thirty-seven schools the managers are awaiting the publication of more suitable Historical and Geographical Readers, and in the remaining fourteen schools the annual examination has been held recently, or is to be held at an early date, and the managers and teachers have not yet decided on the series of Readers they will adopt.

"I may state that already I find extra attention paid to Reading and its sub-heads everywhere. In some of my large schools in the city, the managers have engaged the services of professional elocu-

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tionists to conduct Reading lessons daily with the senior classes. The results are quite beyond expectation in a primary school. I have recently heard difficult pieces recited in two or three of these schools in most finished style—articulation, modulation, and gesture being faultlessly correct; and I am pleased to report that in general I find greater intelligence shown in the Reading everywhere, including better grouping of words, and readier and more accurate explanation.

"The course of instruction in Arithmetic laid down in the New Programme is fully adopted in twenty-six of my schools. It is carried out in all respects, except those of measuring and weighing, in 107 other schools. In the remaining five it has not yet been adopted, except to a trifling extent. These, with one exception, are schools whose annual examination will be held in the month of January, 1901. They are waiting till after that event to introduce the branch in its new form as fully as possible. The chief difficulty in all cases has been the providing of scales—weights and measures—for practical use. This involves expense, and the question of meeting it has to be discussed. In twenty-seven of my schools these scales, weights, &c., have been provided, and are in daily use by the pupils. In connection with this subject I have endeavoured to impress upon the teachers the duty of seeing that every pupil from First Standard upwards is provided with a rule for measuring, which can be used for its specific purpose in drawing as well. In 105 of my schools the pupils are thus fully supplied. In five schools the pupils of the senior classes are fully supplied; in nine schools the supply is fair, while in the remaining nineteen schools the supply is inadequate.

"The introduction of Manual Training is perhaps the most fundamental feature in the departure of the New Programme. In twenty-seven schools it is now in operation in this district, on correct lines; while Manual Training in the form of Kindergarten has already been carried on for some years in the twenty-five Infant schools referred to above. This Kindergarten work, however, had hitherto been conducted mainly by lecturing and showing; and in such gifts and occupations as stick-laying, tablet-laying, and weaving it had become purely mechanical, patterns being always the same for years, and no attempt being made to create or develop originality or design. Thus the gifts which were specially intended to cultivate observation had largely ceased to be the means of effecting any such purpose. The teachers of all these schools, with more or less skill and success, are now employing the heuristic instead of the didactic method of teaching: they are training the children to examine and find out from their own observation; they are endeavouring to make them proficient in arranging the gifts severally, according to patterns and designs, with equal ease and accuracy from (*a*) directions, or (*b*) imitation, or (*c*) drawing; and they are making Drawing the foundation of every branch of Hand-and-Eye work, and thus giving it a practical value.

"Drawing is now taught in 125 schools of this district, and in ninety-one of these it is taught on the lines of the New Programme. In forty of these schools it has been introduced for the first time this year.

"Singing is now taught in 103 schools of the district, and in thirty-five of these it has been introduced for the first time this year.

"In 126 schools Drill is now part of the daily course of instruction. Some form of Drill had been practised heretofore in the twenty-five Infant schools and in eleven others, but it has been introduced for the first time this year in eighty-nine schools of the district. In

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the majority of these cases the introduction has been subsequent to last July. I never had experience of such enthusiasm in an undertaking as that which has inspired teachers and pupils alike in the adoption of Drill as a branch of school work.

"Five of my teachers have already had an opportunity of attending Mr. Heller's course in Elementary Science. In one only of these cases has a beginning been made in teaching the branch. There is another difficulty. The apparatus, though not in a sense very elaborate or costly, is expensive for our schools, and will not be provided, I fear, unless the Commissioners make a grant. It is to be hoped that this will be done. Meanwhile, however, I am pleased to report that Object Lessons are already introduced, and form part of the ordinary course in seventy-nine of my schools. In most of these schools the objects are selected with care and judgment. In girls' schools they are connected with Cookery, Laundry, and Domestic Science generally, and in rural schools with Botany, Agriculture, &c.; and while, in a few cases, I have heard very bad Object Lessons given—lessons which were 'lectures' rather, displaying the teacher's own knowledge and his effort at imparting information by an inordinate lot of talk—I have, on the other hand, listened to some excellent Object Lessons in which the objects were handed round to the children, who, by suggestion of well-arranged questions, worked out themselves the properties, uses, and sources of such objects, being required at every step to frame their answers in complete sentences, and being encouraged to express themselves, no matter how simple or how apparently irrelevant the remark.

"Laundry has not yet been introduced into any of my schools, but early in January it will be taken up in one. Cookery classes are in operation in seven of my schools, and they will shortly be formed in at least one other school. The difficulty in connection with these subjects is mainly one of accommodation.'

Mr. Cox:—

"It will be noticed that I have made very slight reference indeed to the change of programme, and I have purposely refrained from doing so. I will only say here that, generally, it has been received in a sympathetic spirit, and I believe that teachers will honestly endeavour to make it a success. I find not only a general desire to attend the local classes under an official organiser, but in this neighbourhood meetings are held for instruction in subjects where the Board could hardly be expected to provide an organiser, *e.g.*, Drill."

Mr. Ross:—

"The present period, when we are only in the initial stages of transition from the old to the new system, is obviously inopportune for offering opinions on the working of the new order of things.

"We should endeavour to encourage thoroughness at the outset. A little well done in the several courses will be the surest foundation upon which to build for future success. This success rests largely with the teachers, and I gladly avail myself of this opportunity of acknowledging the earnestness of purpose shown by almost all in this district in endeavouring to adapt themselves to the changed conditions of their work, as well as to qualify themselves for its efficient discharge. Speaking from my experience here, I feel warranted in stating that the outlook for the new departure is distinctly encouraging."

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Mr. Murphy:—

"As far as I have been able to observe, the work of reorganisation is proceeding in an orderly and sufficiently expeditious manner, with due regard—and this is an important matter—to the progress of the pupils even in this year of change.

Branch or Requirement.	Number of Schools in which taught or introduced—December, 1900.	Number of Schools in which taught two years ago.
Singing,	91	33
Drawing,	130	51
Object Lessons,	131 (in 88 schools to all Classes.)	about 12 (to Infants only.)
Drill,	141	about 12
History Reading,	35	—
Geographical Reading,	85	—

"It will be seen that very creditable headway has been made with the introduction of Singing and Drawing. In many schools, of course, very little has been done as yet, but it is satisfactory to know that a start has been made.

"Drill instruction is now given in practically all the schools in the district, and I am surprised no less at the aptitude shown by the teachers for this novel work, than at the promptness with which it has been taken up.

"As an introduction to Elementary Science, Object Lessons are now given in 131 schools. A well-conceived course of Object Lessons, with a few simple experiments necessitating little or no outlay on apparatus, will be the most suitable work for the first year in the great majority of schools.

"Apart from its higher development in Elementary Science, the Object Lesson is such a valuable all-round exercise, and affords so reliable a test of effective teaching power, that the real worth of a teacher's work in a National school could almost be gauged by his ability to give a lesson of this kind.

"It would be extremely injudicious to make a hurried selection of Geographical and Historical Readers, and I am satisfied, from the number of *specimens* I see in the hands of teachers, that the matter is being cautiously and carefully considered. A number appear to be waiting for what they call a *combined* Literary, Historical, and Geographical Reader, which, I understand, is promised by some publishing firm. I sincerely hope that the Commissioners will refuse to sanction the use of such a production.

"The contemplated Combined Reader loses sight altogether of the evident advantages of an extended course of Reading, while at the same time it must necessarily condense the historical and geographical matter it contains into the form of briefest epitome.

"Manual Instruction is practically unknown as yet in the schools of this district, and I am glad of it. Crude attempts to introduce Hand-and-Eye work, without knowledge either of its real meaning or of the principles underlying it, and without proper training, would be mere loss of time. I understand that Mr. Bevis purposes organising classes shortly in Armagh.

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"Cookery and Laundry have been coldly received, and attempts to form teachers' classes in Armagh, Loughgall, and Tandragee have failed for the present.

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"Irish is thoroughly taught in the Crossmore School, conducted by the De La Salle Brothers. It is the only school in which it is taught at present. A class however was formed recently in Armagh, and numbers now close on a hundred members, including twelve teachers who, I understand, purpose introducing the Irish language into their schools as soon as possible. I shall welcome their efforts in this direction as a praiseworthy attempt to provide most appropriate material to give warmth and colour to the life of the National school.

"The majority of the managers seem to regard the revolution which is taking place in the educational system of the country with complacent acquiescence, almost convinced that in many ways the change is for the better, but absolutely certain that in some respects it is impracticable. Their attitude is that of respectful and expectant *on-lookers.*

"The new system addresses itself directly to the school management, and what is called the New Programme is, on the face of it, nothing more than a general guide to managers, insisting upon little else than this: that school organisation and school programmes shall suit the schools for which they are intended.

"The active co-operation of the managers is, to my mind, absolutely essential, and if it is not now secured, a large measure of the motive power latent in the new system will be wasted for want of proper direction.

"Turning to the attitude taken up by the teachers and the manner in which they are preparing for their new work, there is every sign of promise. I have had numerous opportunities of meeting them, both collectively and individually, and in all our conversations and discussions I have been struck by the absence of any apparent inclination to criticise, and by a very evident desire for information and guidance.

"My proposal that we should meet each evening for about an hour after the Singing class to discuss the new school work in its different bearings, and that prepared model lessons should be given for criticism and mutual improvement, was well received, and the attendance, not only of members of the Singing class, but of others, testifies to their appreciation of the usefulness of such meetings.

"The work done on these occasions inclnded model lessons on (1) Composition, (2) Analysis of Sentences, (3) Decimals in Third Standard, (4) the Construction of the Metric Tables, (5) the Metric System, (6) the use of the Demonstration Frame in teaching Needlework, (7) New Programme Drawing, and (8) Paper-folding and Stick-laying, by teachers trained under Mr. Bevis; also Object Lessons suitable for junior and senior standards, and a Kindergarten lesson.

"Specially prspared Time Tables were exhibited on blackboards and discussed, and a definite and detailed programme of work for one month was also submitted for discussion. Each evening I was able

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to lay before the meeting a large number of publications, Historical and Geographical Readers, Object-lesson and Elementary Science Text-books, Drill Instructors, &c., while the teachers themselves brought in a goodly assortment. The usefulness of this little temporary library of reference became very apparent, and I have suggested that ths local branch of the Teachers' Association should get together something of the sort on a large scale, to be kept permanently at their place of mesting.

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"A small committee was formed to examine series of Readers, and to give the meeting its views as to their comparative merits, as well as to suggest how standards might be grouped for geographical and historical reading. Another committee has undertaken to receive lists of ordinary and local solecisms, objectionable forms of expression, &c., with a view to compiling a fairly exhaustive guide for the district.

"At one of the first meetings it was proposed that a Saturday Drill Class should be formed, and Mr. Smith, of the Killylea School, who has a good knowledge of military drill and gymnasium work, kindly undertook to instruct the class, which has been in operation since the middle of October.

"The evening meetings were necessarily discontinued when the Singing Classes closed, but the Drill Class still affords an opportunity of meeting on Saturdays. The average evening attendance was fifty, and the average Saturday attendance is fifty-three. Twenty-two meetings have been held so far. I have referred to these useful little conferences at some length as they appear to me to be a step in the right direction; while the almost enthusiastic manner in which they have been taken up leads me to hope that the good work begun may be continued in some form or other by the local branches of the Teachers' Association. I am informed that the matter has already been before a meeting of the Armagh branch."

Mr. M'Elwaine:—

"Page 7 of the Revised Programme of Instruction, 1900, suggests that school excursions could be beneficially undertaken.

"Country walks might be an auxiliary to Object Lessons.

"Pupils in cities or in their neighbourhood have the benefit of museums, art galleries, public buildings, public gardens, &c., which could be made a means of intellectual expansion. All these are to be found in this City of Belfast, and I have no doubt that if the authorities who have control of them were approached in the proper way, arrangements could be made by which schools could take advantage of these institutions.

Libraries, &c.

"If these visits were treated as mere visits of curiosity or sight-seeing, they would be of little value, but it should be undsrstood beforehand what in particular was the object of the visit, and this should for some time before be the subject of study.

"It would be necessary to fix a maximum for these visits out of school. One each month might be allowed. They should reckon as attendances in school for all pupils present at them for the full time.

"The only schools in which a school library is to be found are the Newtownards Model Schools. Teachers and pupils are co-operating

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to make the scheme a success. It is to be worked by the pupils themselves. The boys elected a committee of management from their own number, and the girls did the same. Each committee then elected its own secretary and librarian. A number of bye-laws have been drawn up by the committees for approval by the principal teachers. The library is open twice a week for receiving and giving out books. Membership is voluntary, the charge fixed being 1*d.* per month. A sum of money is required to start a library, but in this case there happened to be a nucleus of books which belonged to an old library. These have been increased by presentations of books from teachers, parents, and others. There will be careful oversight as to the selection of books for the library.

"It is not so easy to start school libraries in this district as it would be in many others. There is a free Public Library in Belfast, the use of which pupils enjoy through their parents, and I understand that a branch is to be opened in Ballymacarrett, the part of the city which is in this district. Many of the schools are connected with churches which have libraries for their Sunday schools, and the majority of the pupils attending the National school attend the Sunday school also.

"The suggestion that I have endeavoured to spread abroad is, that a number of schools might combine to form a common library."

Mr. Ross:—

"Local sympathy would find an excellent field for its exercise in helping forward the establishment of school libraries. Without local funds, either in the form of voluntary subscriptions or rates, or, failing these, a small special grant from the State, there is little prospect of any general establishment of school libraries."

Mr. Eardley:—

Model Schools.

"The six Model schools in the circuit maintain their high efficiency as elementary schools, and give besides to pupils who remain sufficiently long, a course which makes them successful at Intermediate Examinations."

Dr. Moran:—

"In view of my previous reports, little need be said of the Model schools of the circuit. I am well acquainted with the splendid work they are performing.

"I am in a position to say they are amongst the finest schools I have ever examined."

Dr. Beatty:—

"The Newry Model School maintains its high character for efficiency. Of the skill, energy, and harmonious co-operation which characterise the work, I can speak in very high terms."

Mr. Ross:—

"The three departments of the Carrickfergus Model School are doing superior work, and the education given in each is well balanced, physical exercises and games receiving adequate attention; while the

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proficiency in the ordinary literary programme may fairly he described as excellent. A wide course in extra and optional branches was presented at the last annual examination, including for the boys Algebra, Geometry, and Mensuration, Latin, French, and Book-keeping; for the girls Hygiene and Domestic Economy, Practical Cookery, and French. Both boys and girls are presented in Music and Drawing. Facilities are afforded to the senior pupils for special instruction in Instrumental Music, and in Typewriting and Shorthand."

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Dr. Beatty:—

"The Workhouse schools are very small. They furnished, between them, seventeen children for the last examinations.

Schools of special class.

"The five Convent schools differ considerably in size and, to a certain extent, in the success of the teaching; hut they are all doing good work."

Dr. Moran:—

"During the past year I have had an opportunity of examining the Convent school at Cavan. The answering was in every respect excellent; and a few weeks ago I examined the new Convent school at Clones.

"Excellent work was traceable in every suhject that could possihly be improved in a short time. The attendance has nearly doubled.

"In September last we got an important accession to the educational machinery of this part of Ireland. St. Mary's Training College opened in this month with 100 female students."

Mr. Headen:—

"The two Evening schools are St. Michan's and St. Vincent's. Both are doing good work."

I am, Gentlemen,

Your obedient servant,

A. Purser.

The Secretaries.

III.—General Reports upon all the Training Colleges, by Messrs. M. Sullivan, ll.b., and S. E. Stronge, m.a., Senior Inspectors.

Messrs. M. Sullivan LL.B., and S. E. Stronge, M.A.

Duhlin, November 9th, 1900.

Gentlemen,—

We have the honour to submit for the information of the Commissioners this our General Report for last session upon the Training Colleges:—

There were examined in the five Colleges in the month of July last 267 masters and 222 mistresses in the suhjects under Column 3 (or "B" papers), and 202 masters and 176 mistresses in the subjects under Column 2 (or "C" papers). The latter have still to undergo

Number Examined.

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another year's training, while the former have completed their training courses. Of this large number (867), only ten failed to pass the examination—a result which must be regarded as very creditable. Of the 489 who were examined on "B" papers (or Column 3), 387 passed with special distinction, *i.e.*, answered at least 65 per cent. Thus, almost 80 per cent. of the Queen's Scholars who had completed their training courses showed more than an ordinary mastery of the subjects in which they were examined. These figures would alone be sufficient as an evidence of the useful work done in the Colleges in deepening and rendering more thorough the knowledge of the students in those subjects which they are to spend their lives in teaching. Many of the students come up with but a superficial and one-sided knowledge of the subjects of their course, and it requires the earnest and unremitting efforts of the College professors to supplement, and give a basis and form to this scattered and unassimilated knowledge. The "special distinction" regulation has been omitted from the New Programme. The expediency of doing so was obvious. The students will have more time to devote to the acquisition of the art of teaching, and the professors will have more time to assist them in their efforts towards this end. The Queen's Scholars will, therefore, we hope, in future aim at excellence as teachers and conductors of schools rather than at acquiring book knowledge for the purpose of making a high percentage at their examinations.

Lectures on Hand-and-Eye Training were given regularly during last session in Marlboro'-street Training College by Mr. Crane, and this subject now forms a part of the course for all Queen's Scholars.

Work of the Colleges.

The work done in the Training Colleges continues to be two-fold.

(*a*) The Queen's Scholars are taught all the subjects which, as principals of National schools, they will require in after life.

(*b*) They are taught how to impart the knowledge which they have acquired to others, and this includes due training in "school management."

Entrance Examination.

(*a*) A candidate for entrance to a Training College must first pass a preliminary examination. As, however, the number of candidates is far greater than the number of vacancies, the examination really becomes competitive, and the Colleges select the most desirable candidates. This they do by taking those candidates who answer best at the examination. Candidates who answer 80 per cent. or 75 per cent., or 70 per cent. are, of course, more desirable than those who merely "pass," that is who answer only 50 per cent. The only weak point that we see in this mode of selecting candidates is, that unless effective precautions be taken, it may lead to personation. In very many cases the candidates are wholly unknown to the persons who conduct the examinations. In some of the Colleges there is an entrance examination held at the opening of the session—in September—and this serves as a useful check on the Easter examination. From time to time we have heard the remark made by persons connected with the Colleges that they did not know how the high percentages of some Queen's Scholars at the Easter examination were obtained, as, subsequently, these same Queen's Scholars were found to be comparatively weak in proficiency. We are not aware of any instance in which personation has taken place, but we are of opinion that the precautions already in force should be continued, and even strengthened. It would be easy to suggest various ways by which personation would be rendered much more difficult than it is at present.

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When selected, candidates enter the Training Colleges. A "term" lasts from September to July (nearly ten months), but unless the candidate is already classed and actually in the Board's service, each Queen's Scholar must spend *two* terms in training. For classed teachers in actual service, one term is considered sufficient. This is a concession due to the very large number of classed teachers who are untrained, and who could not easily leave their schools for two years, and viewed in this light it is a just and proper concession. But we are satisfied that in order to derive due benefit from training, a Queen's Scholar should spend at least two years in a Training College. We say "at least," for we have no doubt that in several instances Queen's Scholars would require, and would much benefit by, a *third* term in training. While in training, Queen's Scholars are instructed in Reading, Grammar, Geography, Arithmetic, and all the other branches of their programme. That this portion of the work of the Colleges is well done is shown year after year by the fact that most of the Queen's Scholars answer very creditably at their final examination. This can be seen from the following returns. The total number of Queen's Scholars who completed their training in the five Colleges in July, 1900, was 489. Of these, 387 at their final examination answered with "special distinction," that is, answered at least 65 per cent.; 96 Queen's Scholars "passed" but did not obtain "special distinction," and only six failed.

Length of training course.

Special distinction.

The number of Queen's Scholars who, in each College, obtained "special distinction" and who "passed" may be seen from the following table:—

College.	Examined (B. Papers.)	Obtained "Special Distinctions."	Passed.
Marlboro'-street, Male Department,	65	53	11
Do., Female Department,	93	66	26
Church of Ireland, Male Department,	24	20	4
Do., Female Department,	37	24	12
Our Lady of Mercy (Baggot-street), .	92	80	12
Ss. Patrick's (Drumcondra), . .	104	89	14
De La Salle, ...	74	55	17

Queen's Scholars who are only partially trained, that is, who have completed one year of a two years' course, were examined on less advanced papers than those given to Queen's Scholars completing their training. There were 381 such Queen's Scholars, and 377 of these passed.

"Art of Teaching," taught by Colleges.

(*b*) One often hears the remark that the best scholars are not always the best teachers, and there is no doubt that this is true. On the other hand, it is plain that a person cannot teach what he does not know; and we are satisfied that, as a rule, those only who know a subject *thoroughly* can teach it properly. It follows from this that

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even if the Colleges were to do nothing but teach and instruct so as to raise the literary proficiency of the Queen's Scholars, they would tend to improve their students as *teachers*. The Colleges, however, aim at more · they aim directly at making their students acquainted with the "art of teaching." This is done not only by making the Queen's Scholars acquainted with the elementary portions of the very extensive subject known as *Theory of Methods of Teaching*, but also in various other ways. The Queen's Scholars listen to a teacher of skill and experience instructing a class; they observe the mode in which a "division" of a school is managed; and they study and note the manner in which the various "practising schools" connected with the Colleges are conducted. After a time each student gets charge of a class; subsequently he gets temporary charge of a "division," and, finally, he is permitted to make "changes" and to carry out the "Time Table" for the whole school. Much of the success of a Queen's Scholar in this portion of his "training" depends on his skill and earnestness in observing the manner in which ordinary school work is carried on, day by day, by the experienced staff of the practising schools. We, as Examiners, have found that not only do the Colleges differ considerably when compared with one another as to their success in imparting a knowledge of the Art of Teaching, but that students in the same College—young persons who all have had identical means of improving placed at their disposal—differ immensely in the skill which they have acquired in the *Art of Teaching*.

Practising Schools.

Of course a large, even a very large part of this difference may be set down to natural aptitude, or want of natural aptitude, but we are satisfied that much of it arises from the fact that some students largely cultivate habits of observation, habits of preparation for work, habits of energetic teaching, while others do so to a much less extent. It is quite within the power of each College to encourage and develop such habits; and on the success with which this is done depends, to a large extent, the efficiency of each College. The time spent by a Queen's Scholar in the practising schools should be regarded as the most important portion of his "training." In the practising schools a Queen's Scholar sees school-work carried on by experienced teachers in a manner which should serve to him as a model. He should keenly observe the mode in which various subjects are taught; the order of the school; the manner in which pupils pass from the school to the playground, and from the playground to the school-room; the correction of written exercises—in fact, everything connected with school life. He should observe all these things in order that, by-and-bye, he may utilise what he has seen when he himself shall have charge of a school.

What we have just said reminds us that the New Programme not only endeavours to secure suitable training for the hand, eye, and ear, but will also aim at training young persons to habits of observation. It is plain that the success of the new scheme must depend to a great extent on the action of the Training Colleges. On this subject it is not necessary however to say much at present. We are fully confident that the Training Colleges will cordially co-operate with any well-considered scheme of improvement.

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"Marlborough Street" Training College, Dublin.

Messrs. M. Sullivan, LL.B., and S. E. Stronge, M.A.

Marlborough Street Training College.

During the month of May last we spent ten days in hearing the lessons in the Practice of Teaching given by the Queen's Scholars of this College. We were assisted in this duty by our colleagues, Mr. Eardley and Dr. Alexander, who examined the students who were completing the first year of a two years' course; and by Dr. Moran and Mr. Dewar, who examined all the students in Reading, and also those students who presented themselves in Handicraft and Practical Cooking.

Numbers in College.

There were in residence in the College during the session 111 masters and 165 mistresses. Of the former there were nine, and of the latter three, who, owing to illness or other causes, did not remain to the end of the session, and thus left the College untrained. There were also eleven externs, or non-resident students, who were permitted the privilege of attending the lectures, the practising schools, and the examinations. There were, therefore, present at the teaching tests 102 masters and 173 mistresses. Of these, twenty masters and fifteen mistresses were principals or assistants in National schools, and had come up for a one year's course; fifty masters and seventy-eight mistresses were closing the final year of a two years' course, while the remainder were closing the first year of their training course. In this College, as in all the others, we examined those Queen's Scholars who were completing their training courses.

The principals, vice-principals, and professors were present during almost the whole examination, and showed much interest in the success of their students. Many of the lessons given were excellent, and the general average of the teaching power of the students reflects credit upon the staff of the College. Skill, energy, and resource—the characteristics of a good teacher—were seldom wanting.

Two assistants to the professors were appointed since last Report—Mr. J. J. Crane, who lectured on Hand-and-Eye Training—and Miss Margaret Robinson. A drill master, who gives useful and much-needed lessons in Drill, was also appointed during the year.

We have to add that we consider the residences for the Queen's Scholars of this College not suitable as regards both situation and accommodation. Steps should be taken as soon as possible to provide, in open and healthy situations, buildings and grounds suitable for College residences.

St. Patrick's Training College, Dublin.

St. Patrick's Training College

We beg to submit for the information of the Commissioners our report on St. Patrick's Training College for the year 1899-1900:

The situation of the College is excellent, and the grounds by which it is surrounded are all that could be wished. The very fine lecture-

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rooms, study-halls, and dormitories continue to be well maintained. We have no doubt that the situation and surroundings of the College act beneficially on the students in many ways.

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Number attending College.

One hundred and sixty-five Queen's Scholars were present at the opening of the session. Three of these left during the year through illness, so that at the close of the session there were 162 students. Of the 162 in the College at the close of the session, forty-six were classed teachers who had entered for a *one* year's course, and fifty-eight were Queen's Scholars who had just completed a two years' course. The total number who completed their training on 30th June, 1900, was therefore 104. In addition to these there were fifty-eight students who had completed one year of a two years' course, but these will not reckon as fully trained until 1901. It is satisfactory to see such a large number as forty-six for the one year's course. All these are men who are in recognised employment, either as assistants or as principals of National schools. During their absence in training their duties are discharged by competent substitutes, whom they pay.

Of the fifty-eight Queen's Scholars who completed a *two* years' course on 30th June, 1900, forty-six had been monitors. Each of these young men, before coming to the Training College, had served an apprenticeship of five years in a National school, and had successfully passed five examinations. An apprenticeship of five years, followed by two years in a Training College, ought certainly to be sufficient to prepare a young man for the office of teacher. The remaining twelve of the fifty-eight who completed a two years' course had no training as monitors; they had merely been pupils in National schools.

The fifty-eight Queen's Scholars who had entered for a two years' course, but who had only completed *one* year on 30th June, 1900, will remain in the College until June, 1901. Six of these had been teachers, forty had been monitors, and twelve had been pupils.

Previous Occupations of Queen's Scholars.

From the numbers already given, the following can easily be deduced:—

Of 162 in the College on 30th June, 1900,
52 were teachers,
86 had been monitors,
24 had been pupils only.

The 162 Queen's Scholars in the College were examined, individually, in the Practice of Teaching. In this work we were assisted by Messrs. Eardley and Alexander. The general result of the examination was satisfactory, and satisfied us that Teaching, in its practical application, had received due attention during the year. Everyone knows that the mere practice of teaching does not necessarily ensure *good* teaching. For example, the monitors who have already spent five years teaching, are not all good teachers—far from it. Taking this view of the matter, the authorities of the College in September, 1899, appointed a "Superintendent of the Queen's Scholars." His business was to listen to the Queen's Scholars when teaching; to note, mentally, their faults; and to correct them by taking charge of the class and teaching it, as it should be taught, in the Queen's

Appointment of a "Superintendent."

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Scholar's presence. All this was done quietly and effectively by the late Mr. Quin, from his appointment in September, 1899, up to the date of his lamented death. At the present moment (October, 1900), the duties which were so well discharged by Mr. Quin have been entrusted to Mr. Drury.

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Messrs. M. Sullivan LL.B., and S. E. Stronge, M.A.

Though the attendance in the practising schools continues to increase, there is still sufficient space for the pupils, the ordinary teaching staff and the Queen's Scholars, but the playground would be much improved by being enlarged.

Playground.

"Our Lady of Mercy" Training College, Dublin.

We beg to submit for the information of the Commissioners our Report on "Our Lady of Mercy" Training College:—

"Our Lady of Mercy" Training College.

As we pointed out in former Reports, the space for recreation is very limited in extent, but to meet this defect the Queen's Scholars go in turn to an establishment under the same Order of Nuns in Blackrock. Of 156 Queen's Scholars who were in the College at the commencement of the session in September 1899, all but two continued until the close of the session in July, 1900. This fact in itself shows that the health of the students continued to receive much care. Not only is the recreation ground in Baggot-street limited in extent, but the practising schools, owing to their well-known efficiency, are at all times filled by pupils to their utmost capacity, so that the Queen's Scholars when engaged in these schools are working under conditions which are not at all favourable. On the other hand, the lecture-halls, class-rooms, and dormitories in the College itself are in every respect satisfactory.

Building (College and Practising Schools).

Besides the 154 Queen's Scholars who attended during the whole session, there were also four "externs." These regularly attended the ordinary work of the College, but lived at their own expense outside it.

Of the 154 Queen's Scholars who spent the session in the College, ninety-three completed their training in July, 1900. Thirty-one of these were teachers in actual service for whom, under the circumstances, a year's training was considered sufficient, and the remaining sixty-two had been in the College for two sessions. Of these sixty-two, more than half, viz., thirty-five, had previously served for five years as monitors, and twenty-seven had been pupils in National schools.

Our examination in "Practice of Teaching" satisfied us that due attention had been paid to this important duty. The students had carefully written "notes of lessons," and spoke in a clear, distinct manner. As a rule, they succeeded in keeping up the attention of the pupils under instruction, and due attention was paid to the manner in which the children stood in class, held their books, came into the room, and left it at the close of the lesson.

"Practice of Teaching."

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"Church of Ireland" Training College.

"Church of Ireland" Training College, Dublin.

We submit herein our Report on the Church of Ireland Training College for the session ended 31st July, 1900:—

During the year, large and important building operations which, when completed, will be most beneficial to the College, were in progress. As, however, these new buildings are not yet out of the contractor's hands, we shall postpone our remarks on them until next year.

The staff of the College has remained unchanged since our previous report.

Numbers attending College.

The session commenced in September 1899, and there were then 118 Queen's Scholars present, viz., forty-seven men and seventy-one women. During the year six left the College—four from ill-health and two from other causes—so that at the close of the session (30th June, 1900), the total number present was 112, viz., forty-three men and sixty-nine women. Of these, sixty-one had completed their training, viz., four men and four women, who, being teachers in actual service, were permitted to enter for a *one* year's course; and twenty men and thirty-three women who had been two years in the College. Of these sixty-one Queen's Scholars, eight were teachers, six had been pupil-teachers, twenty-two had served an apprenticeship as monitors, and twenty-five had been pupils only.

Our examination showed that during the session, "Practice of Teaching" had received careful attention. Notes of lessons had been carefully prepared—in some cases the notes covered more ground than could well be gone over to a class of boys or girls in a single lesson—and the Queen's Scholars spoke distinctly. The pupils marched to their lessons and from them in a manner which was very creditable to the College.

"De La Salle" Training College.

"De La Salle" Training College, Waterford.

We have to inform you that we examined the Queen's Scholars in training in this College on the 4th, 5th, 6th, 7th, and 8th days of June last. We were assisted in this duty by our colleagues, Mr. Eardley, Dr. Alexander, Dr. Moran, and Mr. Dewar. As in preceding years, Mr. Eardley and Dr. Alexander heard the lessons in the Practice of Teaching given by the students who were completing the first year of a two years' course. Dr. Moran and Mr. Dewar examined all the Queen's Scholars in Reading, while we examined in the Practice of Teaching and School Organisation all those who were completing their courses.

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There were present and examined 147 Queen's Scholars—three having left the College during the year owing to illness. Of the 147 Queen's Scholars, six—as principals or assistants in National schools—had come up for a one year's course, sixty-eight were completing the second year of a two years' course, and seventy-three were closing the first year of a two years' course.

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Messrs. M. Sullivan, LL.B., and S. E. Stronge, M.A.

Number attending College.

The tests were similar to those by which the students were tested in former years. A few of the students acquitted themselves creditably and gave promise of becoming useful teachers, but the majority, though using recognised methods of imparting instruction, seemed as if they had borrowed these methods for the occasion, and appear in using them "as if they were not to the manner born." Such lessons leave little or no impression behind, and are evidence that the teachers have not acquired that knowledge and skill in imparting instruction which produce confidence in both teachers and pupil, and as a result lead to success.

General Result.

The practising schools in connection with the College are good schools—schools in which the teaching of many of the subjects attains to excellence—and if the Queen's Scholars were under skilful guidance and instruction while learning their art in these schools, they could hardly fail to do creditably at the test examination.

Practising Schools.

All the Queen's Scholars are regularly drilled by a very competent teacher.

The College is in excellent repair, and the grounds are kept with care and taste.

We are, Gentlemen,

Your obedient servants,

M. SULLIVAN.

S. E. STRONGE.

The Secretaries,

Education Office, Dublin.

IV.—Report on "PRACTICE OF TEACHING" in Our Lady of Mercy, Church of Ireland, St. Patrick's, Marlboro'-street, and "De La Salle" Training Colleges, by Messrs. M. SULLIVAN, LL.B., and S. E. STRONGE, M.A., Senior Inspectors.

OUR LADY OF MERCY COLLEGE.

The Queen's Scholars had prepared notes of lessons with great care, and in general the lessons were given distinctly and effectively. In some cases too much was attempted in *one* lesson; in other words, what was set down for one lesson would afford full material for two or three lessons.

Notes of Lessons.

Lessons on Geography seem to be much in favour with the Queen's Scholars, but they seem to overlook the fact that such lessons have special difficulties. When the lessons refer to Descriptive Geography—as in those cases where a town, or a county, or a country is the

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subject—it is absolutely necessary that the pupils should be interested in the subject. Merely to enumerate the boundaries, divisions, mountains, rivers, &c., of a country is not sufficient to make the lesson interesting. So with Mathematical Geography. No amount of *telling* on the part of the teacher will give the pupil sound ideas with regard to the motions of the earth; the pupils must gradually be trained to *observe* and note the apparent motions of the sun.

Notes of Lessons.

Operations in Arithmetic were, in general, fully explained, but in some cases the teacher seemed to do too much and the pupils too little.

CHURCH OF IRELAND.

The Queen's Scholars deserve praise for the very creditable manner in which they marched the pupils into the room and from it. The "Notes of Lessons" were very full, perhaps in some cases they were too full, and covered more than could well be given in a single lesson. In general, the students spoke clearly, but in some cases they seemed to be merely repeating what they had written in their "Notes," and in such cases the lessons were wanting in force.

ST. PATRICK'S TRAINING COLLEGE.

It was evident that the Queen's Scholars had received much instruction in the Art of Teaching. The "Notes of Lessons" were full, and had been carefully prepared. The Queen's Scholars, when giving a lesson, went carefully over what they had written, but in some cases they paid less attention to the pupils than was desirable, and so the lessons were wanting in effect.

Mental Arithmetic was not well taught by the Queen's Scholars. Geometry was taught on the inductive principle. In the hands of clever teachers and very attentive pupils this system has advantages, but as we saw it used, it seemed to have no advantages and some defects.

MARLBORO' STREET TRAINING COLLEGE.

Practice of Teaching.

In this College the Queen's Scholars gave, on the whole, very satisfactory lessons in the test examinations in the Practice of Teaching. They seemed to have had considerable practice in teaching, and had that confidence and resource which are only acquired by training and practice. In the more advanced and difficult lessons they showed more skill and expertness than in the elementary ones. In drawing up Time Tables, and generally in conducting a school, they appeared to be well acquainted with various systems of organisation.

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Reports on the State of National Education.

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DE LA SALLE TRAINING COLLEGE.

In this College the Queen's Scholars have only attained to a moderate degree of efficiency in the Art of Teaching. Many of the defects noted last year still remain.

Art of Teaching.

The Queen's Scholars do not make any attempt to preserve discipline in the classes they teach, nor do they take any notice of faults of manner or form of the pupils they are teaching. They are also, as a rule, wanting in resource and confidence, and do not teach "with authority." In the form and manner of the Queen's Scholars themselves there is room for improvement.

Blackboard work is somewhat slovenly and badly arranged.

In the organisation part of the examination, confidence, power of control, and resource in managing a school were defective.

Messrs. F. Eardley and T. J. Alexander, LL.D.

V.—Report on Examination in the Training Colleges of Queen's Scholars of First Year in Practice of Teaching, Knowledge of Commissioners' Rules, and Method of Keeping School Accounts, by Messrs. F. EARDLEY and T. J. ALEXANDER, LL.D., Senior Inspectors.

Practice of Teaching.

The teaching of the students exhibited improvement as compared with last year. This improvement was manifested in greater confidence on the part of the students, and keener appreciation of the leading points of the lessons delivered—both merits and defects. This was shown by their written criticisms of the lessons given in our presence.

In De La Salle Training College there appeared to be a want of elocutionary power on the part of the students, and the utterance of many of them was thick and indistinct. They should cultivate a more impressive "class manner," and avoid grammatical errors when speaking.

The knowledge of the Commissioners' Rules, and of the method of keeping the school accounts was satisfactory.

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Reports on the State of National Education.

Messrs. J. Moran, LL.D., and E. P. Dewar, M.A.

Reading.

VI.—Report upon READING in the Training Colleges, by Messrs. J. MORAN, LL.D., and E. P. DEWAR, M.A., Senior Inspectors.

The Reading in all the Colleges shows signs of improvement, and bears evidence of careful and painstaking tuition.

Increased care should, however, be given to intonation, expression, pronunciation, and to clearness of expression in the explanation of words and phrases.

VII.—Report upon COOKERY in Our Lady of Mercy, Church of Ireland, and Marlboro' Street Training Colleges by Messrs. J. MORAN, LL.D., and E. P. DEWAR, M.A., Senior Inspectors.

Cookery.

The Cookery classes in all the Colleges have been successfully conducted, and the candidates showed a considerable readiness and expertness in the preparation of the various tests.

VIII.—General Report on Industrial Instruction, by Miss PRENDERGAST, Directress of Needlework.

GENTLEMEN,

Miss Prendergast.

I have the honour to submit to you my Annual Report upon the progress of industrial instruction during the year 1900.

Changes in needlework programme.

This year has seen the introduction of various changes in the arrangements made for the teaching of Needlework. A noticeable one is the revision of the programme, which now provides for the industrial instruction of infants, who are taught the rudiments of sewing and knitting by means of Needlework drill. Formerly no teaching in this branch was given to any children under Second Class, in which the pupils were, generally, about eight years old. The pre-

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sent higher division of First Standard corresponds with this class, and its programme remains much the same. In fact, having regard to the general advance in ages of the children (Second Standard being now expected to average nine to ten years, the age of pupils formerly found in Third Class), the programme has been made easier, at least in all the senior grades. In spite of the earlier beginning of work, the final level reached in it is lower than it used to be. The present Sixth Standard corresponds to the old second stage of Fifth Class, and does that class's work—the only difference being that the girls who do it are a year older. This arrangement has, naturally, crowded out the course of instruction prescribed for the division formerly known as Sixth Class. In a good many schools girls remain to a higher age than fourteen—pupils of sixteen are not very uncommon. It would be well, I think, if some higher programme than the present Sixth Standard one were available for these girls.

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On the other hand, the time allotted to the teaching and practice of Needlework in schools has been lessened. Formerly an hour on each regular school-day was required to be given to this subject; now the time has been diminished to three hours weekly. Naturally, this considerable difference in time has made a considerable difference in progress. In nearly all the schools which I have lately visited I have found a certain amount of comparative backwardness—perhaps most noticeable in those schools which had formerly taken most advantage of the five weekly hours of work. I felt that no blame attached to the mistresses in these schools, nor any to the children. It is a very old truism that bricks cannot be made without straw; the amount of progress possible when five hours were well employed could not—under similar conditions—be made when three working hours only were available.

Lessening of time given to needlework.

It remained to try to introduce some system by which time could be saved, and enough of it spared from the process of teaching, on the one hand, and learning on the other, to permit of the necessary practice being got by the children.

The introduction of the collective mode of teaching, by which a mistress is enabled to give to a whole class at once the instruction formerly imparted to each individual pupil, and thus save much of the time which used, necessarily, to be devoted to the teaching of the *method* followed in working each stitch, seemed to the Commissioners the most likely means of solving this difficulty, and assisting teachers to impart the required knowledge in the manner most economical of time and labour. As, however, comparatively few of these mistresses had ever had an opportunity of studying this method of teaching sewing, knitting, &c., the Commissioners, with the object of helping them to organise Needlework instruction in the most approved and systematic manner, were pleased to appoint, on the 17th of July last, four assistants to Directress of Needlework, one for each of the four provinces of Ireland.

Introduction of Collective System of Teaching; Appointment of Assistants.

To the Province of Leinster (centre Dublin—assistant in charge, Miss Lilian Cullen) belong the districts numbered 19, 23, 24, 25, 29, 30, 33, 36, 37, 40. 41. 44. 47. 50. To the Province of Munster (centre, Cork—assistant in charge, Miss Hogan) are attached the districts

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numbered 39, 43, 46, 48, 49, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60. The Province of Ulster (centre, Belfast—assistant in charge, Miss Lee) contains the following districts:—1, 2, 3, 4, 5, 6, 7, 8, 8A, 9, 10, 11, 14, 15, 16, 17, 18. The Province of Connaught (centre, Tuam—assistant in charge, Miss Glynn) extends over districts 12, 13, 20, 21, 22, 26, 27, 28, 31, 32, 34, 35, 42, 45. Circuits so extensive naturally embrace a very large number of schools attended by girls, and the task of visiting each one of these will, inevitably, be a tedious one, extending over years. It will also entail a good deal of the hardship which, in this uncertain climate, attends outdoor work, as the great majority of the schools must be reached by driving—a disagreeable and even dangerous part of the duty, in wet, stormy, or snowy weather, when a bad chill may be the result of a couple of hours on an outside car.

Duties of Assistants.

When an assistant enters a district to take up duty in it, she reports her arrival to the Inspector in charge, and asks him to be good enough to furnish her with a list of schools attended by girls, which are within a convenient distance of his centre, or situated in the town itself. These she visits in turn, getting the children set at work by mistress on her arrival, observing the arrangements made, examining work, and noting all defects of method, &c., and pointing out to the teacher necessary or desirable improvements. She then selects the subjects which she considers most in need of correction (such as patching, darning, top-sewing, if these be found the weak points—or any others in which children are backward) and, taking each class which has shown itself deficient (or, in large schools, a convenient draft of it, say, twenty girls), teaches a model lesson on the subject in which it has failed, clearly explaining the correct method, and getting the pupils to follow it, while the mistress watches, listens, and—when zealous—takes careful notes. The assistant makes use, when teaching, of a "demonstration piece," representing the stitch, patch, or other subject to be taught, upon a large scale; works herself before the class, and makes use of the blackboard, when a diagram is likely to help the children to understand the instruction. She thus lays the foundation for collective teaching in the school, the mistress, if at all intelligent or interested, being able to arrange other demonstration lessons on the model of those she has seen taught. The assistant always endeavours to reserve as much time from the needs of the senior children as will enable her to give at least one drill to the infants, and to explain to the mistress the manner in which other drills should be gone through, letting her have notes to copy, and so on.

If the cutting-out of the school be found defective, the assistant often furnishes model patterns, or, if time permit, gives a short lesson on cutting-out to a monitress or, senior pupil, for the mistress's benefit. Should a school be very small, as sometimes happens, having an attendance of perhaps twenty children, the assistant may visit two such in one day, should a second school of similar size be found within a few miles of the first one; or where a school is unusually large (as is often the case with Convent Schools), she visits it on two days, teaching a double number of model lessons, and giving all the assistance in her power towards a good organisation of the Needlework of pupils and monitresses. She writes a short report on each school visited, to be sent at close of week to Directress of Needlework, and a brief memorandum of the principal defects noted, and recom-

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mendations made to teacher, to be forwarded to the District Inspector, and placed by him for reference in the "Observation Book" of each school. On Saturday she frequently holds a conference, or class, for teachers, at which they ask questions, receive information, and are further helped in the starting of collective teaching in their schools.

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Imprests are made to Directress of Needlework to enable her to furnish her assistants with materials to be used in teaching model lessons when the school is unprovided with suitable calico, web, and so on.

Number of Schools visited.

The staff of assistants went through a month's training in September, 1900. At the beginning of October each left for her appointed centre, and began her duty of visiting schools. From that date until the close of December the number of schools visited for the organisation of Needlework was as follows:—Province of Leinster, by Miss Cullen, sixty schools; of Munster, by Miss Hogan, forty-four schools; of Ulster, by Miss Lee, sixty-two, and Connaught, by Miss Glynn, fifty-five.

The noticeable difference in numbers between the highest and lowest total of visits is largely accounted for by the fact that by far the greatest number of Convent schools has, so far, fallen to Miss Hogan's share, and most of them have been of such importance as to require at least two days spent in teaching and organising, the staff of monitresses alone needing considerable attention, as these young people are often largely responsible for the teaching of Infants' Drills and the Needlework of First Standard. Convent schools are few and far between in Miss Lee's head district, and none were visited by her during the months mentioned.

Condition of needlework in Schools.

The reports furnished by assistants tend to show that considerable need existed for their services; but, while much carelessness, defective methods, &c., are often stated to have characterised the sewing, knitting, and so on, found in schools situated in the more southerly parts of the country, utter neglect of the obligation to teach Needlework seems to belong much more frequently to the North and some portions of the West. The institution of mixed schools, attended by boys and girls, and staffed, to a considerable extent, by female teachers under a male principal, does not seem to be very successful in producing good Needlework among the "little women" who fill half the benches in these temples of learning. The small mixed schools under female teachers also show up, as a rule, unfavourably. To provide the girls with some work material as an occupation and then seize the opportunity for an hour's almost unhindered instruction of the boys in literary subjects, appears to be a temptation to which the mistress, presiding single-handed over an assemblage of lively young folks of both sexes and half-a-dozen standards, very frequently succumbs. It is a strong one, no doubt, but one is tempted to wish that she would not always select the *same* commandment for breakage, but would—if something *must* be neglected—occasionally choose some branch belonging to the boys to slight. Then even-handed justice would be dealt out, at least. Mixed schools in which only workmistresses are employed, under a master, have not so far been visited, partly because of the smallness of the attendance of girls, which makes them of less importance, and the introduction of collective teaching less needed, and partly because they do not so much require organisation for the securing of attention to Needlework, being provided with a special teacher for that branch.

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It must not be supposed, however, that the reports of assistants chronicle only defects. If the pictures which they paint are often of a Rembrandtish gloom, they can produce too, fairly often, a sunshiny Claude—a smiling sketch of an active, competent mistress, and well-taught, well-trained children. But the mingled yarn of good and ill together is most frequently met with—the school in which Needlework has not been neglected, in which the teacher has regularly given instruction according to her lights, these lights being, here and there, hut dim; and in this school there is great scope for organisation, for the teaching of good methods, and systematic arrangements for work. Tho performance is not so bad as to require herculean efforts to amend it. A little renewal of energy, the adoption of certain improved plans which are explained, promise considerahle advance at not too great a cost; therefore there is good hope that a teacher who means well, hut has hitherto been handicapped hy imperfect knowledge and a slow and hazy manner of imparting it, will he able to produce decidedly hetter results in consequence of the help given her during the assistant's visit. Could this visit be repeated after, say, the lapse of a year, it would I think be a decided advautage; but the limited time at the disposal of the assistants (appointed for a term of five years), and the immense numher of schools requiring their attention, practically forbids their return to a district once worked over. The task of seeing that the improvements recommended are carried out, and the higher efficiency maintained, devolves upon the Inspector.

As regards my own experience of the state of Needlework in National schools other than those having Industrial departments attached, it agrees very closely with that of my assistants. I visited during the year twenty-three such schools, and found the Needlework to vary much in merit. A few were good—even very good—throughout; one or two could only be described as bad; some were middling; the rest were compounded, in varying proportions, of good points and bad ones, merits and defects. A general tendency to rest content with the second—or even third—hest is to blame, I think, for the frequent occnrrence of faults of method—crooked patches with raw edges in their corners, huttonholes gaping wide, and with no knot upon the stitch, darns which look well on the side next the worker, and far from well, with fluttering fringes of ill-caught edges on the side turned from her—top-sewing close and straight, the stitches elbowing each other—&c., &c. In a number of schools, had pieces of carelessness such as these been vigorously comhated, the general level of the work would have been good; as it was, these recurring defects seem to cast a sort of hlight or mildew over it, and take off all its gloss. If more thoroughness in the teaching of correct *method* were ohserved, an immense improvement would be effected in such schools.

Quality of work produced at Examinations.

The number of candidates who presented themselves for the examination of Easter, 1900, was very large—approaching 3,000. Of course the specimens produced varied muoh in merit, but, on the whole, the tendency was towards improvement—some advance was certainly ohserved, though much remained to he done. The quantity of very *bad* work showed decided diminution; also, there was a percentage of really excellent sewing, knitting, darning, and cutting-out, and—in consequence of the much extended use of a dress-cutting system—a large percentage of creditahle dressmaking. The number of failures

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in knitting was small, but I do not think that its general quality showed advance. Cutting-out still remains the weakest point, because, I really believe, the most neglected one. Much of the had work in this branch which comes up after examinations shows absolute carelessness, a want of even the smallest effort to adapt the garment produced to the shape of the human form about neck and shoulders —the neck is a slit, the arm-hole slanted off at an acute angle, reminding one of the scarecrows sometimes seen in lately-sown fields, the sleeves of their tattered coats flourishing wildly skywards. Even the cutting-out of candidates at July examinations was much less satisfactory than it should be, and also showed a number of *thoughtless* defects. When a saddle yoke was cut in the nightgown, the fronts were frequently *narrower* than the back, instead of wider, refusing not only to fold over, but to meet at all; whereas shirts often exhibited much too bountiful a provision of chest room, the fronts largely overlapping. Some of the baby's daygowns, too, were sillily arranged with long shoulder-straps instead of sleeves, like the petticoat of an older child. A good many overalls exhibited the same thoughtlessness, being properly cut and having one-half of the back correctly joined, shoulder to shoulder, but the other half so arranged that the neck-slope seemed to turn into the arm-hole. A whole series of dress bodices, which looked, I thought, like the productions of Queen's Scholars, exhibited the same defect—a lessening of the required bust-measure by from one to three inches. Most of these would not have had any chance of fitting the figure whose proportions were given.

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A considerable amount of the sewing was very satisfactory; the number of good darns not so great. I find in my notes recurring mentions of the number of darns which exhibited one special defect—that of putting the needle under the warp-threads only when crossing, and neglecting to take hold of the web as well, which produces an insecure darn, liable to draw out to the limit of the shrinkage-loops when subjected to the pressure and movement of a foot. The C1 work coming from one College showed a want of judgment in the management of stockings, which were made too small, and therefore were often much too tightly worked and but indifferently shaped, it being always more difficult to get proportion in a very small article of this kind, taxing the knitter's skill, unless a very fine wool be used. Also, the shirts of this body of students were frequently poor, giving the impression that they had made sure of passing by their dress-making, and by the other garment cut, and deliberately shirked the learning of the more difficult shirt. It would tend very much to the improvement of cutting-out if the candidates who failed in it were not permitted to pass on marks awarded for dress-cutting.

The Industrial departments are, as a rule, doing well. Those in which Lace-making is a principal industry have had an exceptionally busy year, owing to the great demand made by fashion for this dainty addition to woman's dress. Encouraged by this demand, several schools have added lace to their former list of subjects. Stradbally Convent (Waterford) had, when I visited last, started the production of Limerick and Clones crochet lace, both of which promised to succeed well; Bandon Convent had taken up the making of Carrickmacross, and had begun to dispose of the best pieces done to the Lace Depot, Grafton-street, and Kinsale Convent had increased its already

Condition of Industrial Departments.

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Miss Prendergast.

large range of varieties of work by employing an expert to teach a number of its girls the same very popular lace. In this flourishing department a very large amount of "tambour" Limerick lace was made during the past year, and as quickly sold; the newly-imported Carrickmacross was making good progress when I visited—fine underclothing, embroidery, &c., were doing well, and drawn-thread work was specially good, some beautiful specimens of it, done in silk, having been exhibited at the Royal Dublin Society's Show. One of these—a baby's robe—was afterwards bought by her late Majesty, Queen Victoria. Most of the school sewing is remarkably good here.

In the birthplace of "Carrickmacross," the town of that name and its neighbourhood, lacemakers have been kept almost unprecedently busy. The three Industrial departments have found it difficult to cope with the demand for their productions. From Crossmaglen School during the harvest month of September—always reckoned a bad one for the industry—£180 worth of lace was sold. Ardee Convent continued to do well with this lace, and very good English point; Queenstown Convent disposed of a considerable amount of Carrickmacross, generally of nice quality, by private sale, often to American tourists. Crochet lace has lately been started here. The department in Dunmanway Convent is steadily advancing, undertaking very good fine underclothing, drawn-thread work, embroidery, pretty silk and muslin blouses, tucked and trimmed with lace, ladies' evening underskirts, children's smocked frocks, &c. Rosscarberry Convent produces a limited quantity of good Carrickmacross lace, along with art needlework, excellent embroidery, and very nice work of other kinds; the sewing of senior girls here is very good. It is hardly necessary to mention the quality of Youghal lace. Both its beautiful "point" and the Clones crochet now made in the Convent work-room have been in great demand during the past year.

In Killarney (Mercy) Convent the "flat" point worked during the same period reached so high a standard of excellence as to win the first prize for work of its kind at the Horse Show Exhibition, Kenmare Convent carrying off the corresponding first prize for a beautiful example of "raised" point. The Carrickmacross lace, worked by very young pupils in the same school at Killarney, is highly creditable, and other work of the department is well managed and successful. The Presentation Convent, Killarney, continues to advance steadily, raising the quality of its English-point lace, of which some very good examples were shown me when I visited last November, and producing excellent drawn-thread work, some of which was exhibited at the Horse Show and bought immediately afterwards. Very good work is done in the two Industrial departments in Kilkenny. Thurles Convent department is prospering. Its crochet lace, for which the principal market is found in France, cannot be produced fast enough to meet the demand. The regret, when I visited, was the insufficient number of trained workers available for the gathering in of this harvest of prosperity. The plain Needlework of this school showed very creditable advance made during the year, the monitresses doing specially well. The Gort Convent department continues to flourish, making charming "run" Limerick lace, and very good crochet, besides pretty embroideries, drawn-thread, and other varieties of work—some of them done upon its own linen. The work of the departments at Newtownsmith and Oughterard is taught with skill, taste, and success

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—the drawn-thread work done in the latter school is quite remarkably good. Ennis Convent (which took a first prize at the Horse Show for its special work) continues to make most attractive children's clothing, smocked and embroidered, ladies' blouses, &c. Crochet lace has been successful in Doon Convent. Orders have had to be declined for want of hands here. The people of the neighbourhood are, as a rule, sufficiently comfortable in their circumstances, and—lacking the spur of necessity—the girls do not care to work.

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Canal-street Convent (Newry) exhibited beautiful work in various branches, fine underclothing, embroidered household linen (ordered by Lady Gerard), dainty blouses for ladies, and charming children's frocks, at my last visit there. The work done in Cashel Convent is very good—embroidery of church linens is specially so. Macroom Convent made satisfactory progress during the year, and very nice work was done in Kilkee and Kilrush Convents.

The new departments to which grants have been made are two, viz.:—

St. Joseph's Convent, New Ross, in which pupils are taught dressmaking, making of shirts and underclothing, knitting by hand and machine, making of vestments, surplices, and church linens, and repairing of same, crochet. The number of pupils present when I visited was twenty-one; and

Caherciveen Convent, where girls learn the making of "run" Limerick lace, simple ecclesiastical embroidery, and making of vestments and church linens, knitting by machine, fancy knitting and crochet, making of shirts and underclothing, plain dressmaking, fancy work. The number present when I visited was thirty-four.

I have the honour to be, Gentlemen,

Your obedient servant,

M. Prendergast,
Directress of Needlework.

To the Secretaries.

IX.—General Report on Musical Instruction, 1900, by Mr. P. Goodman, Inspector of Musical Instruction.

Mr. P. Goodman

Gentlemen,—

Herewith I beg to submit my General Report as Inspector of Musical Instruction for the year 1900:—

The New Programme.

The closing months of the 19th century witnessed the opening of a new chapter in the history of primary education in Ireland. Ever since the publication, in 1898, of the Final Report of the Commission on Manual and Practical Instruction, it was felt that changes and developments of an important kind were impending. Now that they have come, and that it is possible to estimate their value, every one must admit that a very serious step has been taken, and that something like an educational revolution has occurred in our midst.

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It would, of course, be outside my province to attempt to describe the various new features introduced into the curriculum of Irish schools by the Board's latest Programme. With but one of its many subjects am I concerned, and to an account of the progress of this subject during the past year, it is my duty to confine myself. The introduction of the New Programme, however, had for me a particular and personal interest. In order to render possible the carrying out of some of the new requirements, certain organisations had to be created. These organisations were placed in charge of specialists or head-organisers, whose sole business it should be to aid in developing throughout the schools of the country the specific subjects entrusted to them. The Commissioners having done me the high honour of appointing me to be the Head Organiser of the new Musical Department, my official position has changed during the year from that of Examiner in Music to that of Inspector of Musical Instruction, and my duties from being confined chiefly to the Training Colleges, are now extended to all matters relating to the teaching of Music in National schools.

Condition of Music in Irish Primary Schools.

In previous Reports I have repeatedly dwelt upon the unsatisfactory condition of Music generally in the Irish primary schools. While in the schools of England and Scotland Vocal Music may be said to be universally a subject of instruction, it is to be found, according to the latest returns of the Board, in only about 17 per cent. of the schools of Ireland. And the explanation I gave for this state of things was that Music in the Irish schools was but an optional subject, to be taught or not just as the teacher pleased, with the result that in the vast majority of instances the teachers were pleased not to teach the subject, and it consequently found no place in the school programme. Looking back now the marvel is that such a state of things should have been tolerated so long. One cannot but wonder that managers and inspectors should not, in the interests of the children of Ireland, have resented more strongly than they appear to have done, the apathy and indifference of the school teachers with regard to this subject. One would have thought that the whole country would have protested against its youth being allowed to grow up musically deaf and dumb, not only unacquainted with and unfamiliar with their native music—"the proudest remnant of our ancient inheritance," to use O'Curry's words—but ignorant of any music whatever, and only in too many instances, wholly incapable of imitating, or of giving utterance to, the simplest musical sounds.

Music a "compulsory" subject in New Programme.

This condition of things the New Programme seeks to set right. "The Commissioners," it states, "desire to see Vocal Music taught in every National school, as they consider the study of Music in any form is a refining and intellectual pursuit, and is calculated to have a cheering influence on school-life generally." Singing, it is further stated, is forthwith to be compulsory in all schools in which there are teachers certificated in the subject, and is one of certain specified branches which "must be introduced into all schools as soon as possible."

Music returns for 1899.

To assist the Irish school teachers to carry out the requirements of the New Programme in the subject of Vocal Music was the chief object of my appointment as Inspector of Musical Instruction in April last. The state of things musical in the National schools at the date of my appointment may be seen at a glance in the Commissioners' Report for the year 1899, recently issued. In that year, of the 8,700 schools in operation under the Board, only 1,470 had had Music as a subject of examination at the annual inspection. The number of

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teachers, male and female, engaged in the Board's service is estimated at 12,000, of whom only about one-fourth are registered as competent to teach Music. The task laid upon me, therefore, by my appointment, was practically to get Vocal Music "as soon as possible" into 7,200 schools and to aid some 9,000 teachers to acquire such a knowledge of the subject as would enable them to comply with the requirements of the Programme. To help me to accomplish this work five assistants were assigned me.

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It will be seen that the task set before me was no light one. It was nothing less than to make musical the greater part of the school children and school teachers of almost an entire nation, and to do this at express speed. The Programme was to remain no dead letter, but was to become a living reality. Music was to be introduced into all schools, large and small, town and country. The teachers were to be everywhere roused into activity. Ireland was once more to become musical!

So far as I am aware this effort quickly to develop the School Music of a whole nation was an experiment absolutely new. Nothing of the kind had, to my knowledge, ever been attempted before. The French Education Department, it is true, had held in 1881 a Special Commission on the subject of its School Music. But except a very interesting Report, nothing practical seems to have come from this Commission. Neither in France, nor elsewhere that I have ever heard of, was machinery set in motion to aid in actively diffusing a knowledge of Music through the schools of the country. This was for me so far unfortunate that I had no precedent to refer to, no previous experience to profit by. I had consequently to strike out a plan of action for myself, on the success or failure of which I must be prepared to stand or fall.

The Musical Organisation a new experiment.

A little thought showed that if the work of the new organisation was to be fruitful and lasting, we organisers must especially seek to reach the teachers. If we could but make them efficient our work was as good as done. To aim at the children only, without having first secured their teachers would be, it seemed to me, to attempt to nurse and cultivate the plant at the leaf or flower instead of at the root. Our first and chief attention must, therefore, be given to the teacher. At the same time, since the ultimate object of teaching even the teacher must be to reach the children, our method of working ought, if possible, to be such as should enable us to act on both teachers and children.

Plan of working.

It was not easy at first to see how this could best be done. A great many plans suggested themselves. That finally adopted was the following. For the teachers I proposed we should hold classes in the evening, while during school hours or day time, we organisers should give instruction in the schools to the children. In this way we should reach both teachers and pupils, and should do so without causing disturbance to the general routine of the schools. This plan was approved of, and has been found to work so satisfactorily in the Music Classes that I believe it has since been adopted, more or less modified, for the teaching of other subjects as well.

Various causes prevented me from commencing operations as soon as I could have wished. It was not till September that at length all was ready and that our plan of action was matured. In that month

First Classes started.

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our first classes for teachers were started in Dublin (two classes), Ballinrobe, Armagh, and Clonegal. When these had concluded, other classes followed in Newry, Clonmel, Tipperary, Caher, and Wexford, thus bringing us down to Christmas.

How conducted.

The classes have all been conducted on the same lines. I select a certain locality for a centre and send an organiser to it. From a radius of seven miles round the teachers are summoned to attend a class in Vocal Music, meeting every evening from 6 to 8 o'clock for a period, usually, of five weeks. The entire course, consequently, consists of some sixty hours' teaching. At the end of the course an examination of the class is held by myself and the local Inspector. All who show themselves capable of doing any useful work are registered as having "passed" the examination, and will be required, in consequence, ever after to teach the subject in their schools. Those who fail at this examination are excused from personally teaching Music, as their inability to do so is manifest.

While in this way occupied with teaching the teachers every evening, the organisers during the day visit the schools and teach the children, our aim being to introduce Music into every school in the entire district in which we may be working. In schools where the subject has never been taught before, we start it for the teacher. Where the teacher is wholly destitute of the musical faculty, we call upon the managers and try to induce them to make special arrangements for the continuance of the work we have begun. In schools where Music has already been taught, we seek to improve it where necessary, paying attention especially to the new requirements recently introduced, which in some places in the country are not yet thoroughly understood.

Work accomplished from September to Christmas, 1900.

Working in this manner from September to Christmas, the organisers have been able to introduce Music into over 100 schools where previously it had been unknown, besides improving the Singing in many others where the music teaching had been more or less weak. During the same period we have given instruction to nearly 400 school teachers in our evening classes.

The Classes.

From the first the teachers have flocked to our classes with the utmost enthusiasm. Night after night they have come, often long, weary journeys, with unflagging zeal and unfailing regularity. The attention and earnestness with which they have devoted themselves to the study of our subject call for the highest praise. The Music classes have, indeed, come to be regarded every where as so many pleasant, friendly gatherings, and the termination of each course is a matter of general regret. Nor do the teachers limit their efforts to merely improving themselves. Almost without exception, so far, every teacher capable of doing anything at all in our subject, has begun teaching it in his school, even while yet himself learning. And the organisers have had the satisfaction, in most instances, of personally knowing and seeing that Vocal Music has been introduced into every school in and near the several centres in which they have been engaged. From managers of all denominations our classes have met with sympathy and encouragement. Light and heat and place of meeting have been in most cases generously given us free of charge. From the Convents especially have the organisers everywhere received the most kind and courteous treatment. The Inspectors, too, have shown considerable interest in our work and have materially assisted

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us in it. In fine, from all quarters we have met with nothing but friendly encouragement. Music clearly, has no enemies. The one regret everywhere has been that our stay is too brief, that our course is too short.

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And what have been the musical results achieved by these classes? Do we make really efficient music teachers by our courses of five or six weeks' duration? Well, I cannot for an instant pretend that we turn out perfect musicians with our five or six weeks' teaching. Our courses, I admit, are not at all likely to produce new Jean de Reskes or new Richters right off. Our aim is a much more humble one. It is simply and solely to get a little song singing and a little note singing as quickly as possible into as many as possible of the schools of Ireland. To have the children sing the songs of their country sweetly and tunefully, and to put their teachers in a position to teach them to do this in a systematic and educational manner—such is our object. To do this much requires neither great genius nor learning on the part of the teacher. It needs only in the first place that he shall have "voice and ear" fairly developed in himself. Given so much in the teacher coming to our classes, our course of instruction is such as to enable him to acquire the ability to teach in a fairly efficient manner the little that is required by the school programme.

Musical results of Classes.

I have already alluded to the fact that the teachers attending our classes have everywhere displayed very great readiness in undertaking to introduce Singing into their schools now that it is, according to the New Programme, practically obligatory on them to do so. Whether this interest in our subject on the part of the teachers is likely to last remains yet to be seen. In any case, I fear the task before many of them is no light one. Outside the towns, Music in Ireland is practically an unknown art. In many localities there is not even the most rudimentary development of musical "voice" or "ear" amongst the school children. The feeling of the organisers on first meeting with this condition of things was one of utter helplessness and despair. Now that we are accustomed to it and know how to deal with it we do not mind it so much. But with less experienced teachers, the matter will be, admittedly, one of considerable difficulty. For this reason, therefore, I would venture to suggest that for some time to come the Inspectors should be very moderate in their demands in this subject from the teachers of rural schools. Especially in these schools will Music need nursing and encouragement. Undue severity or unreasonably high standards will be altogether out of place. *A few songs sweetly sung in unison and a little modulator work will be quite sufficient to ask from all such schools for the next five years.*

The Programme in rural schools.

I have thus dwelt at some length on the working of the new organisation, because, naturally, it has been the most prominent and absorbing subject of the year in my department. But the experiences of the organisers in connection with the whole of this new movement have made us to realise more fully than ever before the importance of the work to be done in the Training Colleges. The country everywhere needs good teaching and good teachers. Our short courses cannot in the nature of things produce highly efficient teachers. For such we must look to the Colleges; from no other source can they come. In the Colleges, on the whole, it must be admitted, Music is not ungenerously treated. In one or two of them it is even made to rank, apparently, as a subject of first importance.

Music in the Training Colleges.

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Importance of the practice of Choral Singing.

We have yet, however, to reach in this country the standard of many of the German Training Colleges, where, it would seem, more time is allotted to the study of Music than to the study of any other single subject. It may be that the pressure in other directions here with us will not permit such attention to be given to Music. In some of the Colleges, however, it seems to me, something more might be done than is at present attempted. I have several times pointed out how important it is for the development of Music in this country that the practice of Choral or Part Singing should form a prominent feature in the musical education of the King's Scholars, and I have shown that in the Men's Colleges at least, an ideal choir for this purpose may be easily formed by having the boys from the Practising Schools to sing treble and alto, while the students take the tenor and bass parts. The advantages to be gained by such combined practice can hardly be overestimated. From it the King's Scholars could obtain ideas of musical performance, of voice training, and of choir management, which at present they have no opportunity of acquiring, and which should prove of the greatest use to them afterwards. Such a choir, of men and boys, could be formed in every male Training College with little or no difficulty. Well taught and well-conducted, each such choir could not fail to have a most happy and far-reaching influence on the music of the country. It is, consequently, all the more to be regretted that in not one of the Colleges at the present moment is a choir of the kind to be found. I most emphatically say that I know of no more effective means for developing a high standard of teaching in the schools of the country than the establishment and maintenance of a good College choir, under the direction of an able and experienced conductor. Every rehearsal of such a choir would be an object lesson to the future school music teacher. Its every performance would, for singers and for hearers, have a highly educational value.

The Examinations in the Colleges.

The annual examinations in Music took place in all the Training Colleges during the months of May and June. They were conducted precisely as in former years, and presented no feature of an unusual kind. By this time professors and students know exactly what is expected, consequently no difficulty ever arises with regard to the requirements of the examination. Each student is tested individually in solfaing and pointing from the modulator, in reading, sight and time tests, and in naming the tones of an ear test played on an instrument. The standard of the examination is based, not on what, perhaps, might be expected from the ideal music teacher, but on what experience has shown can be accomplished by the average male or female student, who, entering college without any previous knowledge of Music, works steadily at the subject during his or her two years' course of training. The degree of proficiency attained by the King's Scholars varies considerably. Here, especially, are the effects of early teaching manifest. Those who have had the advantage of learning to sing in early youth find little or no difficulty with the tests at any examination. To the majority, however, whose acquaintance with the subject dates from their entrance into training, the tests in Music prove troublesome enough. Though invariably of quite an elementary kind, they are seldom gone through in an absolutely perfect or faultless manner.

The tests.

In all 398 King's Scholars presented themselves for examination in Vocal Music. Of this number 215 were males and 183 females. Of the 398 examined, 323 were out-going students who sought certificates

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or classification with the requirements of Column 3, and 75 were students in their first year, who had selected Music as a classification subject, and were examined in Column 2. The following are the numbers for each College:—

—	Male King's Scholars.		—	Female King's Scholars.	
	Col. 3.	Col. 2.		Col. 3.	Col. 2.
St. Patrick's, . .	63	—	Marlborough Street, .	67	1
De La Salle, . .	47	20	Our Lady of Mercy, .	61	—
Marlborough Street, .	42	25	Church of Ireland, .	29	25
Church of Ireland, .	14	4		157	26
	166	49			

Seeing that my Report has already run to such a length, it will be hardly desirable I should go into much detail concerning these examinations, especially as there was nothing in them to distinguish them from those of former years. In all the Colleges we are now at last beginning to see some improvement in the musical condition of the students at entrance. That this could not be otherwise is clear from the numbers now taking Music, practical and theoretical, at the Easter examination. At this examination, which is confined to monitors and monitresses at the end of their course and candidates for training, Vocal Music for some years past has been allowed to count in the classification marks, with the result that each succeeding year shows a substantial increase in the number of candidates selecting it as their optional subject. The number of such candidates in 1897 (the first year in which Music was thus treated) was 259; in 1900 it had risen to 1,184. One sees here what a stimulus has been given to the study of Music by allowing it to rank as an important educational subject. For years I advocated the desirability of having the marks gained by Music to count in the classification. It was anticipated by some that there would be all sorts of difficulties in connection with the giving of the practical tests to so many candidates. Experience, however, has shown that there is no difficulty whatever. It now only remains to go a step further and make Vocal Music not a merely optional, but a compulsory subject of examination for all candidates seeking admission into Training Colleges.

Easter Examination.

The July papers from all sources numbered 795. For particulars as to the answering of these papers, I beg to refer to my Report of August last.

July Papers.

A subject which receives considerable attention in most of the Training Colleges is Instrumental Music. To this too much importance can hardly be attached. With the great development of elementary Singing Classes, which is likely to take place within the next few years in Ireland, there will be everywhere available splendid material for the formation of church choirs. Young, fresh voices, able to read music, will be found in almost every parish. With such material anything and everything can be accomplished. Whether much or little is made of this wealth of material will depend entirely upon the capacity and intelligence of the local organist and choir director. And, as in most country places in Ireland as elsewhere, the National

Instrumental Music in the Training Colleges.

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school teacher is the organist and choir conductor combined, it is evident how important it is that adequate attention be given to the study and practice of Instrumental Music and of choir training generally in the College course. This is a matter which will become of increasing importance each year as Music develops in Ireland. The Colleges must become schools of church music for the country. In no other subject, perhaps, do managers expect so much from the training course as in this of Instrumental Music, and in no other are they so often disappointed.

Eighth Dublin Primary School Singing Public Examination.

It only remains for me to add that the Annual Public Singing Examination and Competition for the Primary Schools of Dublin and the neighbourhood was held for the eighth time in succession at the end of June last. Duties in connection with the new musical organisation prevented me from personally conducting it as on each previous occasion. Seventeen National schools, however, took part in it, and all obtained prizes.

And so I conclude my review of the eventful year 1900, the last of the great and ever memorable 19th century—that century which of all others first saw the education of the People an accomplished fact. In Ireland alone what an altered condition of things has not popular education brought about! Although established but seventy years ago—within the memory of yet living men—what incalculable good has not been effected by the Irish National schools! When another hundred years shall have passed and the story of the 20th century comes to be traced in these Reports, let us hope that the record of National Education will be one of uninterrupted success and development, and that the year of grace 2,000 will find our country happy, prosperous, educated, and *musical*.

I am, Gentlemen,

Your obedient servant,

P. Goodman.

The Secretaries,
Office of National Education,
Marlborough-street, Dublin.

Miss Fitzgerald.

X.—General Report of Miss Fitzgerald, Head Organizer of Cookery and Laundry.

Number of Centres Organized and Local aid given.

Gentlemen,—The brief report I now present covers a period from September, 1900, to July, 1901, and shows the work done by this Department during that time.

In the beginning applications for the establishment of Cookery and Laundry Classes were few; but, as the work became known, teachers recognised the advantages offered to them, and within a short time applications were received from more than 90 managers, requesting that classes should be formed in their districts as soon as possible. So far centres have been formed in 56 of these districts.

(Table I. gives names of districts where classes were or are being held.)

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Many school managers took great interest in the classes and afforded their teachers every opportunity of attending them. They were also frequently present at the instructions and expressed themselves more than pleased with the useful and practical nature of the lessons.

Reports on the State of National Education.

Miss Fitzgerald.

The Superioresses of several Convents gave substantial aid to the movement by offering for the convenience of teachers the use of their well-equipped kitchens. In some of these Convents considerable sums of money were expended in the erection and furnishing of large, well-ventilated apartments for Cookery and Laundry purposes.

In Belfast the managers of Magdalen School, Shaftesbury-square, kindly gave the use of a large room in the school building for a term of five months. During that time three consecutive courses of instruction were given.

The Governors of the Oldcastle Schools not only lent a room for the accommodation of the teachers, but also had it specially equipped for the occasion.

The school kitchens of St. Peter's, Dublin, and of the Model School, Cork, were also kindly placed at our disposal.

In only one district, viz., Newcastle West, was it necessary to hire rooms. At this centre three courses of instruction were given, and the amount paid for hire of rooms for a term of twenty-two weeks was £9.

Practical work of Organizers.

The sub-organizers were untiring in their energy and zeal, and conducted the classes most creditably. They were remarkable for their punctuality and exactitude, as also for the methodical manner in which they gave their instructions. They clearly pointed out that much of the benefit to be derived from the lessons depended on exactitude and the amount of attention paid to detail, and they also took the greatest care to place before the class the necessity, when teaching these subjects, of inculcating habits of cleanliness, order, and thrift.

The Cookery Syllabus comprised only lessons on the preparation and cooking of the simplest dishes and cheapest foods, yet the teachers' interest was sustained throughout, and they were unanimous in their opinion of the superior quality of the instructions they received.

At the conclusion of the classes some of the materials were sold, which considerably reduced the expenses.

(Table 2 gives account of expenditure.)

I regret to say that, owing to illness, one of the sub-organizers was obliged to discontinue her duties for some time.

Attendance of Teachers.

Teachers were very punctual and regular in their attendances, and evinced great interest in the classes. They recognised the advantages that were being offered them, and worked with the utmost goodwill.

Theoretical and practical examinations were held at the termination of each course, the results of which were, as a rule, most satisfactory.

At some centres the required number of teachers (16) to form a class was not present. This was owing to the difficulty of providing substitutes, and also to the fact that examinations were being held in some of the schools. These, and other obstacles, prevented many who were anxious to receive instruction from joining the classes. Those who were trained are desirous of introducing

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these subjects into their schools. Many have already done so, and others intend commencing immediately after Midsummer holidays.

(Table 3 shows number of teachers who were trained, are training, &c.)

Difficulties attending the working of the Scheme.

The difficulty of providing necessary apparatus is a great hindrance to the success of the scheme. Cookery and Laundry Classes are at a disadvantage when compared with many other branches of Manual Training. Not only must the initial expense of providing utensils be incurred, but in Cookery, each class brings an additional outlay for fuel, materials, &c.

In view of these disadvantages, it is to be regretted that no provision has yet been made for equipment grants for these subjects, though, under certain conditions, grants may be allowed for other branches of Manual Training.

The poverty of some districts will, I fear, render the teaching of Cookery or Laundry, without financial aid, practically impossible. Instructions may be given on Cleanliness, Domestic Economy, and Theory of Cookery, &c., but little more may be expected.

For many years Cookery has been taught in several schools with fairly good results. It would, however, be desirable if, in some of these schools, more attention were paid to cleanliness, scullery work, and care of kitchen utensils, and that more time were devoted to teaching the principles of Plain Cookery.

Too much time is frequently devoted to the making of cakes and fancy dishes, to the exclusion of what is really useful.

This fault is probably due to the fact that such articles of food are more readily purchased by the children. Consequently, the expense of providing materials is reduced.

Falling-off in the attendance of Teachers.

Since April there has been a great falling-off in the number of secular teachers under training in Cookery and Laundry, because, since then, no expenses whatever are allowed to teachers who join these classes, though both travelling and lodging allowance may be granted to teachers who are summoned to, and receive instructions in other branches of Manual Training. Both managers and teachers recognize that a knowledge of Cookery and Laundry is most essential to female education, and it would be desirable if a portion of the funds at the disposal of the Commissioners were devoted to paying, in part, the expenses of teachers who wish to train.

In some districts I was asked to arrange that classes should be held after school hours (say 4 to 7) in order that teachers could receive instruction without being obliged to absent themselves from their schools (in which case they should provide a substitute). This was done with very unsatisfactory results. Any teacher who gives instruction in her school for four hours, and walks to and from the Cookery Centre each afternoon, is quite fatigued and unfitted to take active part in the practical work required at a Cookery or Laundry Class.

I am, Gentlemen,

Your obedient servant,

MARY FITZGERALD.

The Secretaries,

June 24th, 1901.

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TABLE No. 1.—Centres where Cookery or Laundry Classes were, or are being held.

			Reports on the State of National Education.
Belfast 3, Enniskillen 1, Newry 1, . . .	*Ulster*, .	5	*Miss Fitzgerald.*
Athy 1, Bagnalstown 1, Birr 1, Carlow 1, Dublin 2, Enniscorthy 1, Killkonny 2, Maynooth 1, Moate 2, Newtownbarry 1, Oldcastle 2, Stradbally 1, Trim 1, Wexford 3, ...	*Leinster*, .	20	
Abbeyfeale 1, Bandon 1, Bruff 1, Cork 4, Cahirciveen 1, Limerick 3, Midleton 1, Newcastle West 3, Queenstown 1, Roscrea 1, Skibbereen 2, Thurles 2, ...	*Munster*, .	21	
Athlone 1, Ballinasloe 1, Ballina 1, Castlebar 1, Gort 1, Loughrea 1, ...	*Connaught*,	6	

Of these 52 Cookery and Laundry Centres—

42 were held in Convent Schools,
7 were held in Secular Schools,
3 were held in hired rooms.

TABLE No. 2.—Expenditure and Receipts of the Cookery and Laundry Instructresses in connection with the Classes, including hire of rooms, stove, gas, coal, and price of materials, &c. :—

	Paid for Materials.			Received for Cooked Materials.			Actual Expenditure.		
	£	s.	d.	£	s.	d.	£	s.	d.
October, . .	10	5	0	—			10	5	0
November, . .	44	1	6½	12	11	9½	31	9	9
December, . .	48	12	0½	21	0	7	27	11	5½
January, . .	48	6	4½	11	14	11½	36	11	5
February, . .	60	16	6	21	11	5½	39	5	0½
March, . . .	67	10	7	16	3	9½	51	6	9½
April, . . .	43	2	0½	15	12	0½	27	9	11½
May, . . .	30	0	6	6	11	9	23	8	9½
	352	14	7	105	6	4½	247	8	2½

Number of Centres.	Number of Teachers Trained.	Cost of Material, &c.
52.	779.	£247 8s. 2½d.

Number of Teachers who have commenced teaching Cookery in their schools, 197 (not including members of Religious Communities.)

TABLE No. 3.—Number of Teachers Trained in Cookery and Laundry.

Sub-Organizers.	Centre.	Teachers Trained.	Teachers Training.	Total Trained.	Numbers Teaching these subjects in Schools.
Miss Andrews, ...	1. Trim, ...	17	—	—	—
	2. Oldcastle, ...	11	—	—	—
	3. Oldcastle, ...	11	—	—	—
	4. Dublin, ...	—	10	49	8
Miss Brunker, ...	1. Ballinamon, ...	15	—	—	—
	2 Belfast, ...	20	—	—	—
	3. Belfast, ...	13	—	—	—
	4. Belfast, ...	—	11	59	3

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Reports on the State of National Education.

Miss Fitzgerald.

TABLE No. 3.—Number of Teachers Trained in Cookery and Laundry—*continued.*

Sub-Organizers.	Centre.	Teachers Trained	Teachers Training.	Total Trained.	Numbers Teaching these subjects in Schools.
Miss Clover,	1. Newtownbarry,	15	—	—	—
	2. Wexford	17	—	—	—
	3. Wexford,	25	—	—	—
	4. Wexford,	12	—	—	—
	5. Enniscorthy,	—	20	89	17
Miss Dunlea,	1. Ballinasloe,	13	—	—	—
	2. Loughrea,	19	—	—	—
	3. Castlebar,	20	7	59	5
	4. Gort,	—	—	—	—
Miss Ebrill,	1. Newcastle W.,	16	—	—	—
	2. Newcastle W.,	15	—	—	—
	3. Newcastle W.,	13	—	—	—
	4. Bruff,	4	—	—	—
	5. Abbeyfeale,	—	18	66	37
Miss Ferguson,	1. Limerick,	20	—	—	—
	2. Limerick,	16	—	—	—
	3. Limerick,	17	—	53	22
Miss FitzGerald,	1. Athlone,	8	—	—	—
	2. Moate,	15	—	—	—
	3. Moate,	10	—	—	—
	4. Birr,	10	—	—	—
	5. Roscrea,	—	17	60	10
Miss Hunter,	1. Cork,	15	—	—	—
	2. Cork,	17	—	—	—
	3. Midleton,	20	—	—	—
	4. Cork,	20	—	—	—
	5. Cork,	—	20	92	29
Miss M'Cartie,	1. Skibbereen,	18	—	—	—
	2. Skibbereen,	16	—	—	—
	3. Bandon,	17	—	—	—
	4. Cahirciveen,	21	—	72	48
Miss Porter,	1. Enniskillen,	14	—	—	—
	2. Newry,	18	—	—	—
	3. Dublin,	9	—	—	—
	4. Maynooth,	—	9	48	8
Miss Smyth,	1. Queenstown,	20	—	—	—
	2. Bagnalstown,	15	—	—	—
	3. Kilkenny,	23	—	—	—
	4. Kilkenny,	8	—	—	—
	5. Carlow,	—	12	78	8
Miss Stevenson,	1. Thurles,	18	—	—	—
	2. Thurles,	14	—	—	—
	3. Stradbally,	12	—	—	—
	4. Athy,	—	12	54	2
Totals,	Centres, 52	643	136	779	197

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XI.—General Report by Mr. W. M. HELLER, Head Organizer of Elementary Science and Object Lessons.

Reports on the State of National Education.

Mr. W. M. Heller.

GENTLEMEN,—Although it was early in June, 1900, that the Commissioners did me the honour to entrust to my charge the introduction and organisation of the teaching of Elementary Science in Irish National Schools, I was not able to get clear from my English engagements and to take up my duties in Ireland until the beginning of August, 1900.

Position of Science Instruction in National Schools in August, 1900.

On the advice of the Secretaries, almost immediately after my appointment, I paid a series of visits to schools mainly in the larger centres of population. There was not at that time, nor had there been for many years past in the majority of schools, any teaching of Experimental Science. The Model Schools, in some cases, possessed the remnants of what had been in its day a good equipment of apparatus for Science instruction, and also a small classroom in which the instruction was given. I have every reason to believe, from information obtained from inspectors and teachers in Ireland, and particularly from Professor Perry, F.R.S., the eminent mathematician and engineer—a distinguished pupil of the Belfast Model School—that much excellent and valuable instruction was given in the earlier days in this subject. Later, as the payment by results system developed in all its intensity, under the Science and Art Department, the character of the teaching seems to have somewhat deteriorated in view of its grant-earning aims, until the salutary changes introduced by that Department a few years ago rendered Science instruction on the old lines financially unproductive; hence its almost complete decay. Much of the science teaching of the past seems not to have been practical in character; for the apparatus at present existing is largely of the "Model" variety (not often even a working model), used as an illustration of the theoretical instruction; the tendency was to develop the teaching of specific Science subjects before a fundamental training was given that was necessary to make such instruction in specific Sciences intelligible or of educational value.

Object Lesson teaching.

The most general form of Science instruction (I refrain from terming it scientific) I found to be given under the head of "object lessons"; strangely enough, these were almost exclusively confined to the Infant schools, where in some cases the most unsuitable subjects were chosen. Here and there one has met teachers exercising originality and initiative in their object teaching, but in too many cases a slavish adherence to the ready-made article, obtained from object lesson cards and books, is exhibited. These object lesson cards I regard as a positive evil; not only do they tend to exclusively didactic teaching, but the encyclopædic information contained is more often than not above the heads of the young scholars to whom the instruction is given. In more than one *Infant* school have I noticed object lesson cards on the horse, to which are attached small specimens of potassium ferrocyanide. Any object lesson, the plan of which has not been thought out by the teacher for himself or herself, cannot have the best or most to be desired effect. The fact that the Irish teachers as a whole seem to possess a great natural taste and aptitude for Science and the method of experimental enquiry leads me to look forward with confidence to much valuable teaching in this subject at their hands.

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Reports on the State of National Education.

Mr. W. M. Heller.

The position of Science teaching in the New Programme.

In the "Notes and Observations" of the Commissioners, in Section V. of the New Programme, they have clearly and definitely stated the functions of Science instruction in National schools. In all instruction to teachers given by my assistants and myself continual emphasis has been laid upon the importance and value of the advice therein contained.

Though the teachers have been given the fullest liberty to frame schemes of Science instruction for their schools, subject to the approval of the inspectors, four alternative schemes only have been formally introduced into the programme. The first column—Elementary Experimental Science—is based upon the reports of the Committee of the British Association during the last twelve years. Much time and attention has been given by eminent scientists to the formulation of this scheme, and much valuable experience in working such a scheme has been obtained by Science teachers throughout the length and breadth of the country, both in primary and secondary schools. The course, in my opinion, is a necessary and fundamental introduction to *any* course of specific Science, such as chemistry, electricity, botany, or agriculture. Without such an introduction it is impossible for instruction in these latter subjects to produce the effects desired by the Commissioners in their "Notes and Observations." In developing the details of such instruction I have attached primary importance to the illustration of the method of experimental enquiry and to the formation of habit and character through the teaching.

The instruction in the training classes for men and, in a modified form, for the women teachers, has been based upon this first column, in which the information conveyed is gradually built up from preceding lessons, and is in every case obtained directly from the results of experiments performed with the object of solving definite questions raised by the results of previous experiments.

The second column, termed "Principles of Horticulture and Agriculture," is intended mainly for country schools, where circumstances do not admit of more systematic teaching, and must be treated mainly as a series of object lessons on plant life and farm operations.

The syllabuses of the third and fourth columns are expurgated forms of the syllabus in these subjects which have appeared in the English Code for many years past; they should be regarded as continuation courses to the more fundamental work of the first column, or to be taken in specially well-equipped schools. The practical teaching of these two Science subjects, if it is to be educationally effective, requires a much greater expenditure on apparatus than the more general work of Column I.

Training Classes for Teachers at the Central Model Schools, Dublin.

Immediately on taking up my duties I asked for a laboratory in which teachers could be trained in the use of apparatus and the methods of *scientific* instruction. I was granted the use of the room in the Central Model Schools known as the "Gallery," which in the course of six weeks was fitted and equipped as a laboratory for forty-five students. In October, 1900, a class of fifty teachers drawn from all parts of the country was summoned for a six-weeks' course of training. Five hours a day were spent in the laboratory, and in the majority of cases three hours per evening were spent by the teachers in writing up an account of their laboratory work. The ability and enthusiasm displayed by the teachers attending this first course were beyond all praise, and I shall always look back to this course as one of the pleasantest experiences of my professional work.

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Reports on the State of National Education.

Mr. W. M Heller.

Appointment of Assistant Staff.

In November, 1900, the Commissioners, having realised that it would take some considerable time to train teachers sufficiently to enable them to undertake on their own responsibility the training of other teachers, decided to appoint an assistant to the head organiser, who should have had extensive experience in teaching Experimental Science and in the conduct of teachers' training classes. To this post Mr. E. G. Ingold, Scholar of Trinity College, Oxford, and Associate of the Central Technical College, London, was appointed. At the same time the Commissioners decided to appoint six sub-organisers for Elementary Science; but as many of the best teachers attending the first Dublin course were not attracted by the salary offered, it was only deemed advisable to make five appointments. These were as follows:—

Miss E. Maguire, Eccles-street Convent School, Dublin.

Mr. J. Hamilton, Kingstown Male National School.

Mr. A. Thompson, B.A., Londonderry Model School.

Mr. W. Forgrave, Male N. S., Garvagh, Co. Derry.

Mr. J. Connell, Central Model Schools, Dublin.

It was obviously essential that these sub-organisers should obtain a great deal of additional experience and skill in laboratory work, and in the methods of training a class of teachers, before they could be entrusted with work of a similar character on their own responsibility. Not only have they to acquire considerable manipulative skill and a complete acquaintance with the details and conditions of numerous experiments, but, in addition, that *attitude of mind* in their teaching which is indispensable if the teachers are to be trained as the Commissioners wish. Consequently, up to quite a recent date I have not felt justified in giving sub-organisers responsible teaching work, and it has been necessary for Mr. Ingold and myself to give all instruction in these classes during the past year.

It is of the greatest importance that sub-organisers shall, as soon as possible, give a considerable amount of Science instruction in National schools; for in no other way can they really learn the method of handling the subject, or can they obtain the fullest confidence of the teachers they have to instruct.

A second day course and an evening class were started by me in Dublin in February, and carried on by Mr. Ingold when he took up his duties. Owing to the absence of a laboratory at the Marlboro'-street Training College the students have since Christmas been using my laboratory during the greater part of the week, and must continue to do so until a separate room is provided for them. Since March I have only, therefore, been able to hold evening courses in Dublin. It should be recognised that the joint use of the laboratory by the Training College and myself throws a great deal of additional labour on to my Dublin staff in the general organisation and preparation of the laboratory. The breakages and general consumption of materials are very much increased by the use of our equipment by the Training College students, and, of course, should be charged to the College account. Until a suitable laboratory is provided for Marlboro'-street College I regard the claims of the College for the

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Reports on the State of National Education.

Mr. W. M. Heller.

use of the room as more important than its use for any other purpose, but the present joint occupation cannot obviously continue indefinitely.

Training Classes for Teachers in Belfast.

As Belfast must be one of the most important centres for Science and Technical Instruction, steps were taken early in the autumn to fit up a room suitable for training classes for teachers at the Model School, Belfast. Though considerable delay occurred in obtaining the Treasury sanction for the expenditure, and in obtaining suitable tenders for the fitting of this laboratory, everything was completed by the beginning of February. Forty-five teachers were summoned to a day course of training; that is, for laboratory instruction, between the hours of 10 a.m. and 4 p.m. The enthusiasm and the work accomplished by these teachers were really quite extraordinary, many teachers devoting six hours a day to practical work, in addition to some three to four hours of an evening in writing up reports of lecturee and laboratory work. During the evenings I also conducted introductory courses for some ninety teachers on four days in the week. After Easter Mr Ingold conducted another day course, and one evening course, in the Belfast laboratory. As experience has shown that, where possible, it is desirable to instruct men and women teachers in separate classes, since the course of instruction for the latter is considerably modified, only men had been summoned to the classes since Christmas; but at the beginning of July Mr. Ingold held a short course for women teachers in Belfast. Mr. J. Hamilton, sub-organiser, has now been placed in charge of the Belfast laboratory, which will be kept very fully engaged for some years to come. He is conducting another month's course for women teachers during August, 1901.

Training Classes in Cork.

An excellent room at the Model School, Cork, was placed at my disposal, and was very quickly and inexpensively fitted for a class of thirty-five to forty teachers. I conducted the first course of thirty-six male teachers during the six weeks ending June 8th, 1901. Miss Maguire has since held a course of one month's duration for women teachers, and Mr. A. Thompson, B.A., to whom this laboratory has been assigned, will hold another similar course during August.

Training Classes in Londonderry.

There being no available room at the Model School, I obtained permission from the Brooke Trustees to temporarily use Gwyn's Institution for the purposes of my classes in Derry. This Institution is a fine, large building, which has been standing idle for the past eight years. It was recently bought by the Brooke Trustees to provide a public park, and, now that the grounds have been laid out as such, they, with the building, will be handed over to the Corporation. As the Corporation have at present no definite plans for the utilisation of the building I have asked the Office to apply for permission to continue the use of the excellent room (50 feet by 30 feet) that we have occupied for the past two months, and also to obtain permission to alter the gas lighting so as to enable us to conduct evening courses during the coming winter. Mr. W. Forgrave is the sub-organiser in charge of the Londonderry work.

Training Classes in Waterford and Killarney.

Although a definite laboratory has not been fitted in Waterford, of which district Miss E. Maguire, sub-organiser, is in charge, a class for women teachers has been arranged for August, in the Presentation Convent. Miss Maguire will continue to give courses of instruction in the numerous Convents in this district. The

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authorities of the De La Salle Training College have granted permission to use the College laboratory for classes for male teachers during the coming session. Mr. Thompson, the sub-organiser at Cork, will conduct these classes on Friday evenings and Saturday mornings during the winter. The comparatively few Protestant female teachers will probably be taken in a small room at the Model School.

Reports on the State of National Education.

Mr. W. M. Heller.

In answer to several requests from the teachers and Convents in Killarney for training classes in Elementary Science, two short courses, conducted by Mr. Ingold, have been arranged for men and women teachers in the Presentation Monastery and Convent respectively. In order to get the Waterford and Killarney classes started, and so avoid loss of time, it has been necessary to deplete the Dublin equipment, as Treasury sanction for the expenditure could not be obtained in time. Here I must acknowledge the generosity of friends who have lent me apparatus to enable these courses to be arranged.

Science Instruction in Training Colleges during the Session 1900-1901.

The excellent work accomplished by the training colleges during the past session is one of the most gratifying and encouraging features of the year's work. The instruction has been in the hands of able and enthusiastic professors, and has resulted in a most successful start.

St. Patrick's College, Drumcondra, was equipped with an exceedingly well-fitted laboratory at the beginning of the session, and the whole of the students have been enabled to gain a considerable insight into scientific method.

The Church of Ireland College has accomplished a good deal of practical work under difficult conditions, but is now provided with a good laboratory.

Marlborough-street Training College has used the laboratory in the Central Model Schools for both male and female students. With the large numbers the work has been exceedingly heavy upon the professor, and, under the difficult conditions, the excellent work accomplished is most praiseworthy.

The De La Salle College, Waterford, has equipped a small room, but will have much better accommodation during next session.

St. Mary's College, Belfast, though as yet unprovided with a laboratory, has given practical work to all its students with most satisfactory results.

The Baggot-street Training College has provided a small equipment for a few of its students, but, as the College will shortly be removed to Carysfort, more extensive laboratory instruction will then be given.

In addition to the written paper, an individual practical examination of three hours' duration, conducted by my assistant (Mr. Ingold) and myself, was given to all students in training at five of the Colleges. At Baggot-street only about thirty selected students were presented. The notebooks of all students were also examined and marked. Considering the facts that the training colleges only received the Science Programme in October, 1900, that its adoption was optional for the current session, and the many difficulties of initiating experimental work, the Commissioners will, I am sure, be more than satisfied with the manner in which the training college authorities have dealt with this section of the New Programme. The female students, to whom this work is so important, though not this year covering as much ground as the men, did remarkably well on the whole in the examination.

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Reports on the State of National Education.

Mr. W. M. Heller.

Necessity for additions to the Staff of Sub-organisers.

It will be seen that at present provision for instruction in Science has only been made for the five main centres of population, Dublin, Belfast, Cork, Londonderry and Waterford. The laboratories in all these centres will be fully occupied in dealing with the needs of these towns and their surrounding districts for some years to come. A very large number of the Convent schools cannot be dealt with from these centres at all. In addition, such important centres as Sligo, Galway, Enniskillen, Portadown, Dundalk, Clones, Athlone, Kilkenny, &c., require almost immediate attention. I am of opinion that a minimum staff of twelve sub-organisers, three of whom should be women, are necessary in order to effectively carry into operation the changes which this section of the New Programme has caused.

Unless fully experienced teachers can be found, which is extremely unlikely, it will be desirable to appoint a considerable number of these additional sub-organisers very soon, as we must practically regard their first year of service as one of training. I would suggest the immediate appointment of four sub-organisers—two men and two women.

Character of Future Training Classes in Science.

The nature of the subject and the character of the training classes determine the conditions under which the instruction can be given. As it is necessary to equip a room with working benches, and to provide a considerable amount of apparatus which is not easily portable, it is obvious that only a comparatively few centres can be at work at once, and a sub-organiser can only have charge of one laboratory at a time. Except, therefore, in the large centres with permanent laboratories, day classes, entailing the absence of teachers from their schools, are the only means of instruction. As day courses represent thirty days' instruction, the cost for each teacher who has during this period to reside away from home will be about £6 (including railway fare and maintenance allowance).

In the larger centres the training will be much less expensive, as evening classes during the winter months will be possible. Though the laboratory equipments are all portable, and, in time, will be moved to new centres, yet the radius from which teachers are summoned must always be wider than in the case of other organisers' classes; the efficiency also of day courses of instruction is much greater than that of evening courses. It must also be remembered that in the larger laboratories—Dublin, Belfast, and Cork—each equipped for about forty-five teachers, two organisers are really required to carry on the laboratory instruction, in view of the heavy work entailed in the preparation of the laboratory and the correction of notebooks.

Necessity for Second and Continuation Courses.

In some cases during the past year teachers have only been carried through short introductory courses. These teachers will be again summoned to complete their courses at the earliest convenient time; but even in the case of many of the teachers who have already *completed* courses of training it will be very necessary that some time hence they should go through these courses again. This, at any rate, was my experience with the London teachers, who in almost every case elected to go through a second course, deriving much greater benefit from it than from the first course received before any teaching experience in the subject had been gained; later on, too, a few more specialised courses will probably be necessary for teachers in schools above the average type, where the pupils are kept to an older age.

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Reports on the State of National Education.

Mr. W. M. Heller.

Object Lesson Teaching in National Schools.

In the majority of schools for some time to come Science instruction must take the form of object lessons. These lessons require, if anything, more skilful teaching and more time in preparation than a systematic series of lessons in Elementary Science. The results to be achieved from, and the method of treatment of, the object lesson and the Science lesson are indistinguishable one from the other. I have, therefore, considered it advisable in the training classes to take all teachers through a course of scientific method, rather than to give to some teachers a series of model object lessons. As every teacher must be considered capable of giving simple object lessons, it is to be hoped that the inspectorate will impress upon the teachers the necessity of an immediate start being made in *every school.*

Syllabuses and Diaries of Work in Object Lessons and Elementary Science.

Under the new system of school inspection, where the teacher is allowed a large measure of discretion in determining the character of instruction, it is of the utmost importance that the inspector should see at his annual visit the proposed programme of work for the coming year in object lessons or Elementary Science; the inspector would thus be enabled to *advise* the teacher as to the educational suitability of the suggested scheme of lessons, and in a large number of cases to thus prevent great waste of time; this will also ensure that the scheme of lessons has received some forethought and consideration; for nothing is more fatal to Science teaching than the "hand-to-mouth" method of determining the lesson on the spur of the moment. A weekly diary of lessons given should also be kept throughout the year, and should be submitted to the inspector at his annual visit, with the suggested scheme approved twelve months previously. I am firmly convinced, from past experience, that under any inspection system the adoption of some such plan as this is one of the surest means of securing efficiency and continuity of work.

Possibility of Science Instruction in small schools.

Though the syllabus of work attempted in small schools may require considerable modification, in some respects instruction in Science may be carried on more easily than in larger schools; certainly there is no reason why the teaching should be less thorough or less directed toward mental and habit training than in larger schools with better staffing; the difference should rather be in the amount attempted than in any inferiority of the quality of the teaching.

We must not expect too much for some years to come. If a start is made on good educational lines every year's work and additional experience will enable the teacher to improve both the amount and quality of his instruction.

Desirability of special rooms for Manual and Practical Instruction in National Schools.

The poorness of school buildings, and in many cases the overcrowding of class-rooms, will render the introduction of Science teaching more difficult than it would otherwise be. In some cases already managers have decided to provide a special room in which all instruction of a practical and manual character can be given, including Hand-and-Eye Training, Cookery, Laundry, Elementary Science, or even Drawing and Needlework.. This course is strongly to be recommended wherever possible. Obviously such a room would be in continual use throughout the school week.

Equipment Grants.

The success of instruction in Elementary Science must depend on the readiness with which schools are provided with equipment grants. As in other subjects of practical instruction in the New Programme, it will be some years before teachers have gained

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Reports on the State of National Education.

Mr. W. M. Heller.

sufficient experience to do full justice to the new subjects. This experience and the enthusiasm necessary for success can *only*, in my opinion, be gained from the teachers' own teaching of these subjects; and, therefore, the sooner teachers are put in a position to gain this experience the better.

I am convinced that in the great majority of National schools Science teaching of great educational value is not only possible, but will be successful; and if a sufficiently high standard of work is maintained, through the medium and advice of the inspectorate, the methods employed in its teaching will in due time produce a great improvement in the methods employed in teaching all subjects of the curriculum.

In conclusion, may I express my great indebtedness to the Office and inspection staff, who have on all occasions lent every assistance in their power to render my work easy of accomplishment, and especially to my assistant and sub-organisers, who in a year of very heavy work have loyally and ungrudgingly devoted their whole energies and time to the somewhat difficult task before them.

I beg to remain,

Gentlemen,

Your obedient Servant,

W. Mayhowe Heller.

The Secretaries.

Summary of Teachers Qualified in Elementary Science during year September 1st, 1900, to August 31st, 1901.

Date of Qualification.	Centre.	Whole Course.	Part I.
To 31. 3. 01,	Dublin, Belfast,	125	114
Quarter ending 30. 6. 01,	Dublin,	—	27
	Cork,	35	—
	Belfast,	31	41
Quarter ending 30. 9. 01,	Cork,	—	52
	Belfast,	—	33
	Waterford,	—	30
	Killarney,	—	32
	Killarney Convent,	—	32
	Totals,	191	361
	Grand Total,	—	552

In addition 70 teachers in Londonderry have received instruction for a very short period.

W. Mayhowe Heller.

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XII.—General Report of Mr. A. W. Bevis, Head Organizer of Hand-and-Eye Training and Drawing.

Reports on the State of National Education.

Mr. A. W. Bevis.

Opening Class

Gentlemen,—The first course of instruction in "Hand-and-Eye Training and Drawing," extending for seven weeks, was commenced in July, in Dublin, and was attended by 366 teachers of both sexes, gathered from various schools throughout Ireland.

Subjects taught.

The subjects in which instruction is given under the head of "Hand-and-Eye Training and Drawing" are Paper Folding, Brickwork, Wirework, Cardboard Modelling, Woodwork, Freehand and Design Drawing, Scale and Geometrical Drawing, and Model Drawing.

In October the Commissioners appointed four sub-organisers, Mr. Dennehy, Mr. Scott, Miss Smith, and Miss Doyle.

Sub-organizers.

Reason for having the Classes fortnightly.

In December teachers' classes were organised and instruction was commenced by the sub-organisers, in Paper Folding and Freehand and Design Drawing, at different centres. The teachers attended these classes one evening for two hours once a fortnight, and were drawn from a radius of eight to ten miles. The object of making the classes fortnightly was twofold. First, it gave an opportunity for the teachers to introduce the work into their schools gradually, while the class was proceeding, and also to familiarise themselves with the work of the last lesson before attending the next. Second, it enabled the elementary part of the work to be simultaneously carried on to a greater number of teachers than otherwise could have been possible under the conditions.

Female Sub-organizers to take Central Classes.

At first it was thought desirable that only the male sub-organisers centred at Cork and Belfast should give the instructions at the teachers' classes, which are usually large, averaging sixty in attendance. The two female sub-organisers spent their energies chiefly in visiting Convent schools and giving instruction to those nuns who were unable to attend at any of the central classes. The travelling, however, incurred by this method of procedure was found extravagant, both in time and money; also the demand for fresh teachers' classes from every quarter became so numerous that it was found necessary to organise new classes and place the instruction in the hands of the female sub-organisers.

Attendance at Classes.

Since the starting seventy-nine classes have been organised, and part instruction has been given to over 5,000 teachers. Besides these central classes, a great number of visits have been paid to schools, and special lessons given to nuns in Convent schools. All the classes have been well attended by the teachers in spite of the long distances they have to travel.

Suspension of Classes.

It must be remembered, however, that this large number of teachers has as yet only received a very small part of their training, and to accomplish this many classes have, at the end of the first course, had to be suspended, and it must be some time before they can be resumed. This has made it possible to give the instruction to many more teachers, and enable them also to make a beginning in their schools.

Brickwork and Model Drawing.

A few classes only are being continued on to the second course, *i.e.*, Brickwork and Model Drawing; but the teachers attending these classes are from the big towns, and they come at their own request, and defray their own travelling expenses.

It is regrettable that no arrangements could be made to meet the repeated applications from teachers and managers in the west, central

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Reports on the State of National Education.

Mr. A. W. Bevis.

and many other parts of Ireland, but the classes have for many reasons had to be confined to the districts around Dublin, Belfast, Cork, and Londonderry.

Most of the Training College authorities have appointed special teachers to give the instruction in this work, and, so far as "Hand-and-Eye Training" is concerned, the first year's work gives much hope that the future instruction in this training will be satisfactory.

Hand and Eye Training in Training Colleges.

The Drawing, however, is very weak, and its application to industrial design appears almost totally neglected. It must for a long time be the Drawing that will be the chief difficulty in the colleges. Most of the students come to the training with no previous knowledge of drawing, and consequently have not that freedom of hand and conception of the harmony of form which are so essential for a good teacher of Drawing.

Drawing in Training Colleges.

Woodwork.

The Manual Training in Woodwork has not been commenced in any of the colleges or schools as yet, but the College authorities are preparing to introduce it in the coming session.

The sacrifices the teachers are making and the anxiety they show to be summoned to the classes, together with the enthusiasm they display in the work are much to their credit. The general aptitude for the work of both teachers and children is distinctly encouraging.

I am, Gentlemen,
Your obedient servant,
A. W. Bevis,
Head Organiser,
Drawing and Hand-and-Eye Training.

The Secretaries.

XIII.—Review of Inspectors' Reports, &c., for the Year 1900, by Messrs. J. J. Hand and T. A. Day, Examiners of Reports, &c.

Office of National Education,
Dublin.

Messrs. J. J. Hand and T. A. Day.

Gentlemen,—Inasmuch as we did not enter upon the discharge of our duties as Examiners until early in January, 1901, the reports of inspection of schools for the previous year that came under our notice covered only a small proportion of the period to which reference has now to be made.

Revised Programme.

The state of unsettlement arising from the discontinuance of the old system of instruction, and its replacement by the Revised Programme, was perhaps at its worst during the closing months of the year 1900. Large numbers of the schools continued to be carried on exclusively on the Results System, in preparation for the annual examinations of 1900-1901, which had yet to be held. In many others an attempt was made to apply both old and new systems concurrently. In these latter but few of the new subjects had been introduced, and even where the annual examinations had already taken place, and the teachers were free to give entire attention to the scheme of instruction now operative in the schools, the change was effected very gradually. Some of the branches, notably Physical Drill, became immediately popular, and others, like Drawing, Singing, and Object Lessons, received much increased attention. A general improvement was reported in Reading, a subject that appears not to have been efficiently taught hitherto. The Inspectors showed no disposition to apply severe tests in any direction, so that the reports, on the whole, indicated that the school work was proceeding in a fairly satisfactory manner, notwithstand-

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ing the unfavourable conditions of a transition stage. The teachers were reported to he attentive to their duties and interested in their work, and there was an almost entire absence of serious irregularities in the school accounts—in this respect quite a contrast to the experiences of the Results period.

Reports on the State of National Education.

Messrs. J. J. Land and T. A. Day.

Inspectors' Reports.

Condition of School-houses.

The Inspectors hrought frequently under notice the want of sufficient regard to neatness and tidiness in the general appearance of tbe school-rooms and surroundings. No doubt, in numerous instances, the unsuitable school buildings operated as a discouragement; but still more could have been done by the teachers to make the schools comfortable aud attractive. A reference to the statistical tables annually published hy the Commissioners gives an idea of the large numher of school buildings ill-adapted to their purpose; but an actual perusal of the reports would he necessary in order to realise the existing state of things, especially in the poorer districts. Along the west coast, from Donegal in the north to Cork in the south, nothing is more common than to meet with accounts of defective houses, bad roofs, damp walls, discoloured charts, broken-down ceilings, roughly-made, rickety desks, and want of proper school furniture. The ahsence of sanitary conveniences has so often been referred to that there is no need to advert to it here beyond stating that, in the year 1900, there were only 5,695 schools out of a total of 8,662 schools suitably provided for in this respect. The Commissioners have caused pressure to be put on the managers in order to effect the requisite improvements in school-houses and premises, but with no great measure of success. Unless building and furnishing grauts can he given upon easier terms in the matter of local contributions there is not much improvement to be expected in remote localities. The existing state of things will prove a serious obstacle to the general success of the new system, uuder which adequate school accommodation, with suitahle furniture and appointments are so important. In the case of many of the districts the Inspectors hear testimony to the satisfactory character of the school huildings. The town schools are heing greatly improved, whilst the Convent schools continue to be hright examples of what schools ought to be. As an apparent result of the superior accommodation and equipment of the Convent schools, they became more readily adapted to the requirements of the Revised Programme, and appear to have been amongst the first to arrange for its introduction. In a report received within a few months of the issue of the Programme, an Iuspector thus descrihed his experiences on the occasion of an incidental visit to a Convent school in the West of Ireland:—

The Revised Programme in actual operation.

"I iaspected teaching of Word-buildiag to Fifth Standard. Prefixes were written on board, and children then wrote neatly in exercise books nonas, adjectives, and verbs (wbere possible) having the several prefixes. Also, a namher of words were written on board, and the children wrote down neatly, in exercise books, nouns, adjeotives, and verbs formed from them, indicating part of speech in each case."

"I inspected teaching of Metric system to Fifth Staadard. Measuring with the Metre scale, and the principlee of the Metric system were well explained by means of hlackboard, slate, Metre scale, and acinal measurement of a table.

"Fifth Standard wrote from memory the snbstance of a short story. Teacher read story twice, explnining skeleton of story nnd the lessoa to he derived from it. The children reproduced the story accnrately in good handwritiog, and with correct composition."

"I inspected teaching of Elementary Science to Fiftb and Sixth Standands. The properties of common substances and floating hodies were explained. An experiment was performed by teacher, showing the weight of a hody immersed in water. The body immersed lost 1 oz. in weight, and it was fouad by actual measurement in a graduated glass that the water displaced weighed exactly 8 fluid drachms. The experiment was mathematically accurate and perfectly successful."

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Reports on the State of National Education.

Messrs. J. J. Hand and T. A. Day.

"I inspected teaching of Physical Drill to First and Second Standards. The marching, turns, arm exercises, and feet and leg movements were done with great precision and vigour."

"An exercise was done satisfactorily by Fifth Standard in scale drawing on plain paper.

"Geometrical drawing with ruler and compass was done well by Fifth Standard, the exercise set being to draw a straight line perpendicular to a given straight line from a given point within it.'

"All the subjects of New Programme have been introduced, except Manual Instruction. £22 has been expended on apparatus required by the New Programme."

The picture here presented is of interest as being illustrative of the variety, and even entertaining character of the system of teaching now possible in the schools.

New Inspection System.

A considerable time must elapse before the *curriculum* will be in general operation even to the extent just described, but every step forward is a distinct advantage. Many of the older teachers seemed at first diffident of their powers. But this state of things will, no doubt, disappear in large degree, owing to the great pains taken by the Inspectors to explain the feasibility of what is required and to infuse confidence in old and young alike. It came under our notice recently that one of the most successful of the teachers was a schoolmistress of nearly 60 years of age. The new system of inspection, by which frequent and unexpected visits can be made to the schools, affords better opportunities than hitherto existed for Inspectors to observe the manner in which the work is conducted, and how the different subjects are taught. It will no doubt be taken advantage of for making useful suggestions in regard to better methods of teaching and school-keeping generally.

Annual Examinations of Teachers, &c.

The clerical work arising from the annual examinations of teachers, monitors, &c., presented no exceptional difficulties for the year 1900. The labour involved was as usual very great, and this Office is under the disadvantage that, up to the present, a special examination department has not been fully organised. The great bulk of the preparatory work is performed by a staff new to the duties, and only temporarily employed for this particular purpose. The ultimate results are, however, arrived at by skilled and experienced clerks of the Inspection Department. Some notion of the magnitude of the operations may be formed from the fact that over 6,000 persons were examined, and that the number of answer-books amounted to nearly 63,000. The candidates for Training Colleges alone numbered 1,748. In this connection it is to be observed that the number of admissions bears but a small proportion to the number of competitors. There were only 476 admissions, although 1,308 qualified by their answering for entrance to the Colleges.

Departmental Duties.

As regards our other duties nothing calls for special mention. The work of the Inspection and Instruction Department proceeded throughout the year with regularity and as much promptitude as was feasible under the exceptional circumstances arising from the settlement of the teachers' incomes under the provisions of the new system. The operations connected therewith devolved almost entirely upon the clerical staff acting under our immediate direction, and represented a large demand on their zeal and energy.

We are, gentlemen,

Your obedient servants,

J. J. HAND, } *Examiners.*
T. A. DAY, }

The Secretaries,

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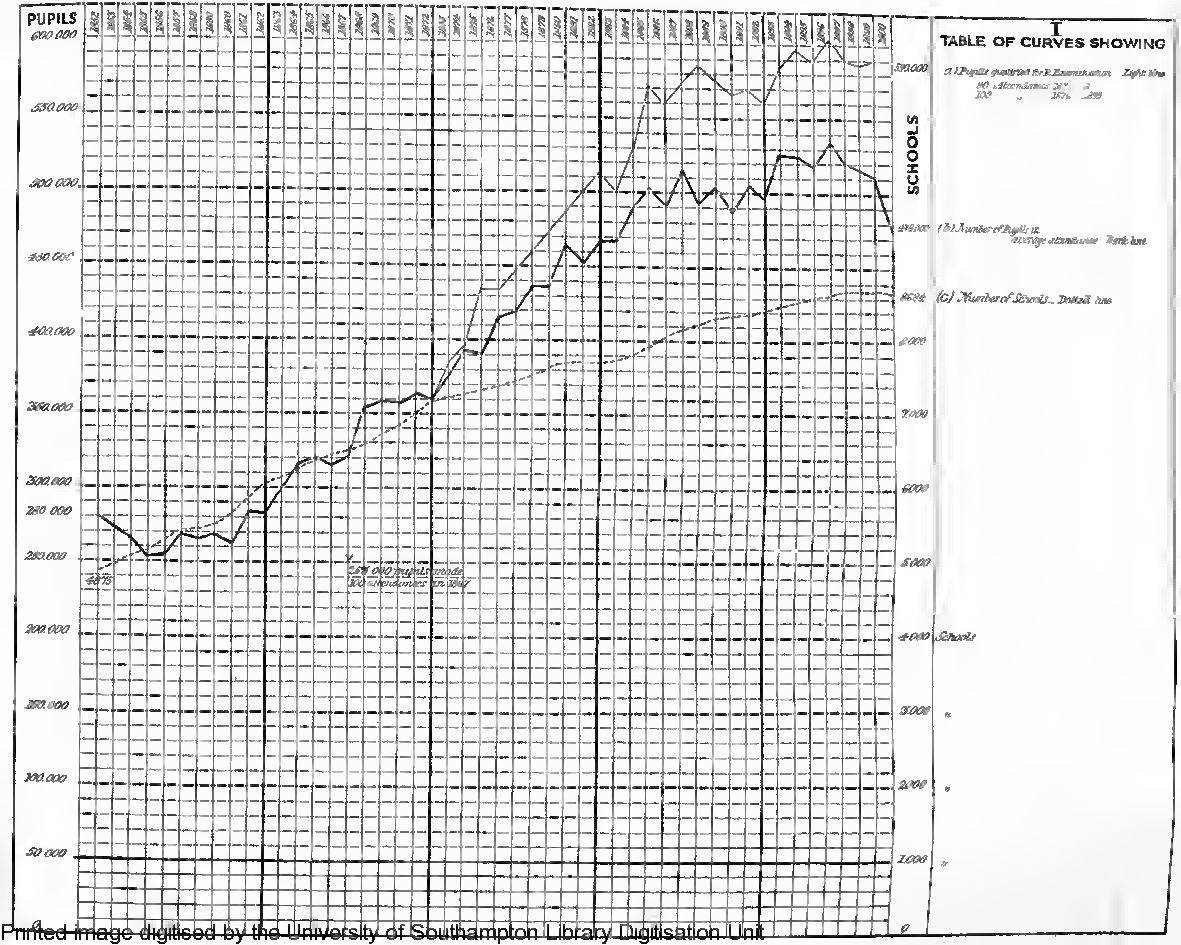

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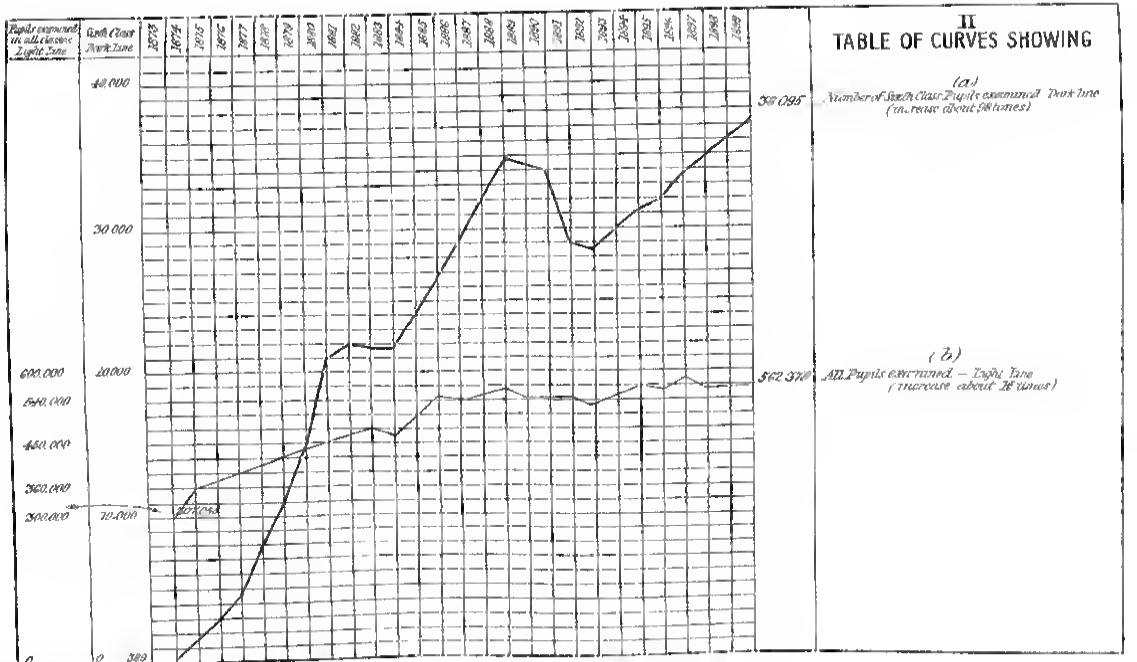

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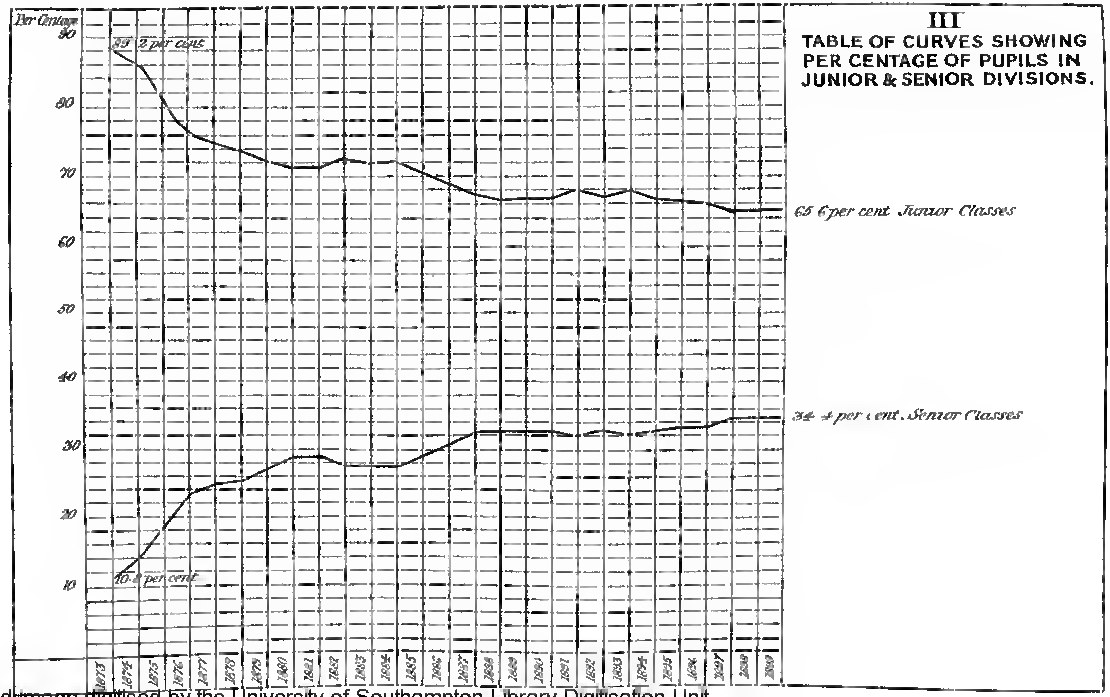

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APPENDIX

TO THE

SIXTY-SEVENTH REPORT

OF THE

COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND,

FOR THE YEAR 1900.

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APPENDIX TO THE SIXTY-SEVENTH REPORT

OF THE

COMMISSIONERS OF NATIONAL EDUCATION.

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List of Inspectors of National Schools.

SECTION II.

APPENDIX A.—Inspectors.

Inspectors of Irish National Schools on 1st March, 1901.

Senior Inspectors.

Name.	Centre.	Name.	Centre.
Sullivan, M., LL.B.,	Dublin.	Keenan, M., B.A.,	Monaghan.
Stronge, S. E., M.A.,	Dublin.	Beatty, H. M., LL.D.,	Newry.
Eardley, F.,	Londonderry.	Headen, W. P., B.A.,	Dublin, North.
Alexander, T. J., LL.D.,	Cork.	Hynes, J. J., M.A.,	Dublin, No. 3.
Moran, J., LL.D.,	Belfast.	Brown, W. A., B.A.,	Dublin, South.
Dewar, E. P., M.A.,	Galway.	Hogan, J. F.,	Athy.
Cox, H.,	Coleraine.	M'Clintock, W. J., M.A.,	Kilkenny.
Ross, J., M.A.,	Carrickfergus.	Craig, Isaac, B.A.,	Youghal.
Pedlow, Wm., B.A.,	Belfast, South.	Skeffington, J. B., LL.B.,	Waterford.
M'Elwaine, A. J., M.A.,	Newtownards.	Dalton, J. P., M.A.,	Limerick.
Murphy, J. J.,	Armagh.	Smith, C.,	Cork.

Inspectors.

Name.	Centre.	Name.	Centre.
Bannan, E. T., B.A.,	Letterkenny.	Bateman, G., LL.D.,	Enniskillen.
Browne, W. J., M.A.,	Londonderry.	McNeill, J., B.A.,	Omagh.
Wyse, A. N. Bonaparte, M.A.	Ballymena.	Connelly, W. R., B.A.,	Dungannon.
Mahon, J. S., M.A.,	Donegal.	Kelly, P. J.,	Downpatrick.
Chambers, J., B.A.,	Strabane.	MacMillan, W., B.A.,	Ballina.
Semple, J., B.A.,	Magherafelt.	M'Glade, P.,	Ballaghadereen.
O'Connor, T. P., B.A.,	Belfast, North.	Young, E., M.A.,	Boyle.
Hughes, R. W., M.A.,	Lurgan.	Coyne, J. A., B.A.,	Cavan.
Warner, J. M'K., B.A.,	Sligo.	M'Mahon, J.,	Baillieborough.

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Appendix.

Section II.

List of Inspectors of National Schools.

INSPECTORS—*continued.*

Name.	Centre.	Name.	Centre.
Shannon, C. P., B.A.,	Dundalk.	Tibbs, J. H., B.A.,	Gort.
Keith, J., B.A.,	Westport.	Lynam, J. P. D., M.A.,	Templemore.
Fitzgerald, D. P., B.A.,	Roscommon.	M'Enery, D. T., M.A.,	Ennis.
O'Connell, J.A., M.A.,	Longford.	Morgan, A. P., B.A.,	Tipperary.
Dickie, J., B.A.,	Trim.	McAlister, J., B.A.,	Enniscorthy.
Duffy, E.,	Ballinamore.	Fitzpatrick, P.,	Rathkeale.
O'Reilly, L.,	Tuam.	O'Riordan, J., B.A.,	Clonmel.
Rogers, J. C., B.A.,	Mullingar.	Welply, W. H., B.A.,	Tralee.
Lehane, D., B.A.,	Galway.	Fitzgerald, P. J.,	Millstreet.
Worsley, H., M.A.,	Ballinasloe.	Daly, L., M.A.,	Mallow.
Cromie, E. S., B.A.,	Parsonstown.	Cussen, J. S., B.A.,	Killarney.
Newell, P., B.A.,	Listowel.	Bradshaw, J. M., B.A.,	Bantry.
Nicholls, W.,	Portarlington.	Yates, J., B.A.,	Dunmanway.

Inspectors to whom Districts are not assigned.

Codrington, A. J.

Gloster, A. B., B.A.

Mangan, D., B.A.

Heron, R. C., M.A.

Mullany, J. J., B.A.

SUB-INSPECTORS.

Sub-Inspectors.	Stations.
Robertson, William,	Belfast.
Clements, William T.,	Belfast.
O'Sullivan, Michael,	Dublin.
Bartley, William, B.A.,	Cork.
Bartley, Charles,	Londonderry.
Smith, John, B.A.,	Sligo.
Martin, Thomas,	Tralee.
Stokes, I. J.,	Dublin.
Honan, P. J.,	Clonmel.
Little, R. J.,	Belfast.
Kyle, W.,	Mallow.
Lavelle, F. B.,	Tuam.

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APPENDIX B.—Staffs and Statistics of Proficiency at the Training Colleges.

Marlborough-street Training College.
(For Male and Female Teachers).

Managers.—The Commissioners of National Education.

Staff in Session 1899–1900.

Principal, Male Department,	J. J. Doherty, Esq., LL.D., T.C.D.
Principal, Female Department,	Thomas H. Teegan, Esq.
Vice-Principal, Male Department,	Matthew C. M'Clelland, Esq., LL.B., R.U.I.
Vice-Principal, Female Department,	Miss Johnston.
Lady Superintendent (Glasnevin Branch),	Miss Emeline Cantillon, M.A.
Chaplains,	(E.C.) Rev. J. H. M'Mahon, LL.D.; (Pres.) Rev. J. D. Osborne, M.A., D.U.I.; (Meth.) Rev. Wesley Guard.

Professors.

Science and Art of Education, and Experimental Physics, etc.	J. J. Doherty, Esq., LL.D., T.C.D.
Arithmetic, Algebra, Book-keeping,	T. H. Teegan, Esq.
English Literature, English Composition, and English Grammar.	G. Peyton, Esq., LL.D., R.U.I.
Geometry, Trigonometry, Experimental Physics, etc.	W. J. Dilworth, Esq., M.A., T.C.D.

Assistants to Professors.

Spelling and Dictation, Hand and Eye Training, Model Lessons, etc.	Joseph I. Crane, Esq., B.A., T.C.D.
Spelling and Punctuation and Book-keeping,	Miss Margaret Robinson.

Supplemental.

Classics,	Robert F. Crooke, Esq., M.A.
Reading,	James Edgar, Esq., and Miss Mary O'Hea.
Drawing,	J. P. Moran, Esq., Miss Harpur.
Needlework,	Miss Kearney.
Vocal Music,	Brendan Rogers, Esq., and Miss M'Kenna.
Instrumental Music—Piano and Harmonium,	Miss Gordon, Miss Barry, and R. J. Leahy, Esq.
Practical Cookery,	Miss M'Mordie.
Clerk to Principals and Assistant to Vice-Principal (Male Branch).	Mr. E. Doyle.
Training Assistants, Male Department,	Messrs. Matthew Reilly, Samuel Breadon, and James C. Beatty.
Training Assistants, Female Department,	Miss Margaret Morrow, Miss Ellen M. Colgan, Miss Isabella M'Kilvey, and Miss Lillie Robertson.
Matron, Male Department,	Miss Devine.
Matron, Female Department,	Miss M'Carthy.
Assistant Matron, do., and Teacher of Cookery.	Miss M'Mordie.
Medical Attendant,	J. Dallas Pratt, Esq., M.D., F.R.C.S.I.
Dentist,	Staff of Dental Institute, Lincoln-place.
Hall Porter and Attendant on Lecturer in Physical Science.	Mr. John Flynn.
Drill Instructor,	Mr. Robert R. Clarke.

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Appendix.

Section II., B.

Training Colleges.

St. Patrick's Training College, Drumcondra.

(For Male Teachers).

Manager.—His Grace The Most Rev. W. J. Walsh, D.D., Archbishop of Dublin.

Staff in Session, 1899–1900.

Principal,	Very Rev. Peter Byrne, C.M.
Vice-Principal,	Rev. G. Campbell, C.M.
Chaplain and Dean,	Rev. E. Comerford, C.M., until March, 1900. Rev. T. Power, C.M., from March, 1900.
Secretary to the Principal,	Rev. G. O'Sullivan, C.M., until March, 1900. Rev E. Comerford, C.M., from March, 1900.

Professors.

Mathematics,	Henry C. M'Weeney, Esq., M.A., F.R.U.I., and J. J. Browne, Esq., B.A.
English Language and Literature, Grammar, Geography, General History, Latin.	J. W. Bacon, Esq., M.A., R.U.I.
Methods of Teaching, School Organization, History of Education, Arithmetic, Book-keeping, Mensuration.	Stephen FitzPatrick, Esq., First of First Class Teacher.

Supplemental.

Experimental Physics,	Very Rev. Gerald Canon Molloy, D.D., F.R.U.I.; Henry C. M'Weeney, Esq., M.A., F.R.U.I., Assistant Professor.
Agriculture,	Edward Carroll, Esq.
Music,	Joseph Seymour, Esq., MUS.B., and T. Logier, Esq.
French,	Mons. Cadic de la Champignonnerie.
Drawing,	P. B. Foy, Esq.
Reading,	M'Hardy Flint, Esq.
Irish,	John M'Neill, Esq., B.A., R.U.I.
Medical Attendant,	Charles Coppinger, Esq., M.D., F.R.C.S.I., F.R.U.I., M.R.Q.C.P.I.

Our Lady of Mercy Training College, Baggot-street.

(For Female Teachers).

Manager.—His Grace The Most Rev. W. J. Walsh, D.D., Archbishop of Dublin.

Staff in Session, 1899–1900.

Principal,	Mrs. Bourke.
Vice-Principal,	Mrs. M. G. Whelan.
Chaplain,	One of the Clergymen attached to St. Andrew's, Westland Row.

Professors.

English Literature and Hygiene,	William Magennis, Esq., M.A., B.L., F.R.U.I.
Mathematics and Physics,	P. Dowling, Esq., B.A.
Geography, and General History,	Miss Mary Daly, Certificated First Class Teacher.
Methods of Teaching, School Organization, History of Education, and Grammar.	Miss Anne Phelan, Certificated First of First Class Teacher.

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SUPPLEMENTAL.

Physics,	Very Rev. Gerald Canon Molloy, D.D., F.R.U.I.; P. Dowling, Esq., B.A., *locum tenens.*
French,	Mrs. M'Nevin, Convent National Schools, Baggot-street.
Instrumental Music,	Mrs. Hennessy, do.
Vocal Music—Tonic Sol-fa,	Mrs. Mulherne, do.
Instrumental Music (Organ),	Mrs. Mulherne, do.
Instrumental Music (Piano),	Mrs. M'Nevin, do.
Needlework, Sewing Machine, &c.,	Mrs. Molumby, do.
Drawing,	Mrs. Kennedy, do.
Practical Cookery, Kindergarten, and Drill.	Miss Connolly, Certificated South Kensington.
Reading,	M'Hardy Flint, Esq.
Matron,	Mrs. Kavanagh.
Medical Attendant,	Sir Christopher J. F. Nixon, J.P., M.D., LL.D., F.K.Q.C.P.I.

CHURCH OF IRELAND TRAINING COLLEGE, KILDARE-PLACE.

(For Male and Female Teachers).

Manager.—His Grace The Most Rev. J. F. PEACOCKE, D.D., Archbishop of Dublin.

STAFF IN SESSION, 1899–1900.

Principal,	Rev. H. Kingsmill Moore, D.D., Ball. Coll., Oxon.
Lady Superintendent,	Miss Lloyd Evans, M.A.
Chaplain,	Rev. H. Kingsmill Moore, D.D., &c.
Assistant, Female Department,	Miss Smith.

PROFESSORS.

Mathematical and Physical Sciences,	James C. Rea, Esq., B.A., R.U.I., Math. Sch. Queen's Coll., Belfast.
English Language and Literature, History, and French	Laurence E. Steele, Esq., M.A., T.C.D., B.L.
General History, Geography, Grammar, and Drawing.	John Cooke, Esq., M.A., T.C.D.
Methods of Teaching, School Organization, History of Education, and Book-keeping.	Jeremiah Henley, Esq., First of First Class Teacher.

SUPPLEMENTAL.

Vocal Music, &c.,	Miss Smith.
Instrumental Music,	Charles O. Grandison, Esq. Mrs. Blake.
Reading, &c.,	Miss Tonkins.
Gymnastic Instructor,	Mr. H. L. Harte.
Needlework,	Miss H. Heron.
Practical Cookery,	Miss Todd, Certificated by Northern Union School of Cookery, England.
Kindergarten,	Miss Lloyd Evans.
Matron, Male Department,	Mrs. Eaton.
Matron, Female Department,	Miss Winter.
Assistant Secretary and Accountant.	Mr. F. M. Sellens.
Medical Attendant and Lecturer on Hygiene.	Henry T. Bowley, Esq., M.D., T.C.D., M.S., &c.

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Appendix.

Section II., B.

Training Colleges.

De La Salle Training College, Newtown House, Waterford.

(For Male Teachers).

Manager, The Most Reverend R. A. Sheehan, D.D., Bishop of Waterford and Lismore.

Staff in Session, 1899–1900.

Principal,	Rev. Brother Thomas R. Kane, M.A., B.E., A.U.I.
Vice-Principal,	Rev. Brother Ignatius P. Flood.
Chaplain,	Rev. James Mockler.

Professors.

Method of Teaching, School Organization, History of Education.	Hugh Kerr, Esq., B.A., R.U.I.
Arithmetic, Geometry, Mensuration, Algebra, and Trigonometry.	James Ahern, Esq., B.A., R.U.I.
Natural and Physical Science,	Rev. Brother Timothy Martyr.

First Assistant Teacher.

Book-keeping, Geography,	Rev. Brother Marcian J. Cullen.

Second Assistant Teacher.

Reading, Dictation, etc.,	Rev. Brother Philbert M. Maher.

Sopplemental

Latin,	Rev. James Mockler.
Music (Vocal and Instrumental),	Percy J. Rogers, Esq.
Drawing,	Samuel J. Murphy, Esq.
Prefect of Discipline,	Rev. Bro. Dorotheus P. Montgomery.
Assistant Prefect,	Rev. Brother Marcian J. Cullen.
Medical Attendant,	J. J. O'Sullivan, Esq., M.D.
Drill Instructor,	Sergeant-Major Hibbert.

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Appendix.
Section II.
Training Colleges.

ANALYSIS of the ANSWERING at the JULY EXAMINATIONS of 1899 and 1900 of the STUDENTS in the TRAINING COLLEGES under the COMMISSIONERS of NATIONAL EDUCATION.

"MARLBOROUGH STREET TRAINING COLLEGE."—JULY EXAMINATIONS, 1899.

—	B Papers—New Programme.		C¹ Papers—New Programme.		Total.	
	Men.	Women.	Men.	Women.	Men.	Women.
Number of Students examined,	72	99	57	79	129	174
Answered 90 per cent. or over,	.	.	.	.	.	.
" 80 but under 90 per cent.,	.	.	4	4	4	4
" 70 " " 80 "	15	9	12	30	33	36
" 60 " " 70 "	31	48	24	41	55	89
" 50 " " 60 "	15	41	8	4	23	45
" under 50 per cent.,	11	.	3	.	14	.
Total,	72	99	57	79	129	174

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ANALYSIS of the ANSWERING at the JULY EXAMINATIONS of 1899 and 1900—*continued.*

"MARLBOROUGH STREET TRAINING COLLEGE."—JULY EXAMINATIONS, 1900.

—	B Papers—New Programme.		C Papers—New Programme.		Total.	
	Men.	Women.	Men.	Women.	Men.	Women.
Number of Students examined,	33	33	53	76	116	169
Answered 90 per cent. or over	.	.	.	.	.	.
" 80 but under 90 per cent.,	4	1	7	2	11	3
" 70 " " 80 "	33	25	21	36	53	65
" 60 " " 70 "	21	36	20	34	41	70
" 50 " " 60 "	9	21	4	9	10	30
" under 50 per cent.,	2	.	1	1	3	1
Total,	33	33	53	76	116	169

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ANALYSIS of the ANSWERING at the JULY EXAMINATIONS of 1899 and 1900—*continued.*

"ST. PATRICK'S" TRAINING COLLEGE—JULY EXAMINATIONS, 1899.

—	B Papers. New Programme.	C¹ Papers. New Programme.	Total.
	Men.	Men.	Men.
Number of Students examined,	100	61	161
Answered 90 per cent. or over,	.	.	.
" 80 but under 90 per cent.,	2	1	3
" 70 " " 80 "	16	20	36
" 60 " " 70 "	50	27	77
" 50 " " 60 "	26	11	37
" under 50 per cent.,	6	2	8
Total,	100	61	161

"ST. PATRICK'S" TRAINING COLLEGE—JULY EXAMINATIONS, 1900.

—	B Papers. New Programme.	C¹ Papers. New Programme.	Total.
	Men.	Men.	Men.
Number of Students examined,	104	58	162
Answered 90 per cent. or over,	.	.	.
" 80 but under 90 per cent.,	2	4	6
" 70 " " 80 "	50	26	76
" 60 " " 70 "	41	22	63
" 50 " " 60 "	10	6	16
" under 50 per cent.,	1	.	1
Total,	104	58	162

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Appendix.

Section II., B.

Training Colleges.

ANALYSIS of the ANSWERING at the JULY EXAMINATIONS of 1899 and 1900—*continued.*

"OUR LADY OF MERCY" TRAINING COLLEGE—JULY EXAMINATIONS, 1899.

—	B Papers. New Programme.	C' Papers. New Programme.	Total.
	Women.	Women.	Women.
Number of Students examined, ...	94	61	155
Answered 90 per cent. or over, ...	.	.	.
" 80 but under 90 per cent., . .	.	3	3
" 70 " " 80 " . .	22	33	50
" 60 " " 70 " . .	50	20	70
" 50 " " 60 " . .	21	.	21
" under 50 per cent., ...	1	.	1
Total, ...	94	61	155

"OUR LADY OF MERCY" TRAINING COLLEGE—JULY EXAMINATIONS, 1900.

—	B Papers. New Programme.	C' Papers. New Programme.	Total.
	Women.	Women.	Women.
Number of Students examined, ...	92	66	158
Answered 90 per cent. or over, ...	.	.	.
" 80 but under 90 per cent., . .	1	.	1
" 70 " " 80 " . .	28	25	53
" 60 " " 70 " . .	56	33	89
" 50 " " 60 " . .	7	8	15
" under 50 per cent., ...	.	.	.
Total, ...	92	66	158

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Analysis of the Answering at the July Examinations of 1899 and 1900—*continued.*

"CHURCH OF IRELAND" TRAINING COLLEGE.—JULY EXAMINATIONS, 1899.

—	B Papers. New Programme.		C¹ Papers. New Programme.		Total.	
	Men.	Women.	Men.	Women.	Men.	Women.
Number of Students examined,	20	30	22	36	42	72
Answered 90 per cent. or over,	.	.	.	.	.	.
" 80 but under 90 per cent.,	.	.	.	.	.	.
" 70 " " 80 "	9	8	6	12	8	20
" 60 " " 70 "	7	17	9	19	16	36
" 50 " " 60 "	7	11	7	5	14	19
" under 50 per cent.,	4	.	.	.	4	.
Total,	20	30	22	36	42	72

Appendix. Section II. B. Training Colleges.

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ANALYSIS of the ANSWERING at the JULY EXAMINATIONS of 1899 and 1900—*continued.*

"CHURCH OF IRELAND" TRAINING COLLEGE.—JULY EXAMINATIONS, 1900.

—	B Papers. New Programme.		C Papers. New Programme.		Total.	
	Men.	Women.	Men	Women.	Men.	Women.
Number of Students examined,	24	37	19	34	43	71
Answered 90 per cent. or over,	.	.	.	.	.	.
" 80 but under 90 per cent.,	1	.	.	.	1	.
" 70 " " 80 "	7	9	9	2	16	9
" 60 " " 70 "	16	24	11	17	27	41
" 50 " " 60 "	.	7	4	14	4	21
" under 50 per cent.,	.	.	1	.	1	.
Total,	24	37	19	34	43	71

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ANALYSIS of the ANSWERING at the JULY EXAMINATIONS, 1899 and 1900—*continued.*

"DE LA SALLE" TRAINING COLLEGE—JULY EXAMINATIONS, 1899.

—	B Papers. New Programme.	C¹ Papers. New Programme.	Total.
	Men.	Men.	Men.
Number of Students examined,	69	73	142
Answered 90 per cent. or over,	.	.	.
" 80 but under 90 per cent.,	.	1	1
" 70 " " 80 "	10	14	24
" 60 " " 70 "	29	32	61
" 50 " " 60 "	24	22	46
" under 50 per cent.,	6	4	10
Total,	69	73	142

"DE LA SALLE" TRAINING COLLEGE—JULY EXAMINATIONS, 1900.

—	B Papers. New Programme.	C¹ Papers. New Programme.	Total.
	Men.	Men.	Men.
Number of Students examined,	74	72	146
Answered 90 per cent. or over,	.	.	.
" 80 but under 90 per cent.,	1	1	2
" 70 " " 80 "	19	18	37
" 60 " " 70 "	41	45	86
" 50 " " 60 "	11	7	18
" under 50 per cent.,	2	1	3
Total,	74	72	146

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STUDENTS in the undermentioned Training Colleges were Examined at the July Examinations, 1900, in the different Subjects set forth in the following Table:—

SUBJECT.	"MARLBOROUGH STREET." 150 Male and 165 Female Students in Residence.						"ST PATRICK'S." 143 Students in Residence.			"OUR LADY OF MERCY." 186 Students in Residence			"CHURCH OF IRELAND." 47 Male and 71 Female Students in Residence.						"DE LA SALLE." 186 Students in Residence.		
	No. Examined.		No. Passed.		Percentage.		No. Examined.	No. Passed.	Percentage	No. Examined.	No. Passed.	Percentage.	No. Examined.		No. Passed.		Percentage.		No. Examined.	No. Passed.	Percentage
	M.	F.	M.	F.	M.	F.	M.	M.	M.	F.	F.	F.	M.	F.	M.	F.	M.	F.	M.	M.	M.
Cookery,	-	147	-	147	-	100'	-	-	-	45	44	97·7	-	34	-	33	-	94·1	-	-	-
Domestic Economy and Hygiene.	-	63	-	54	-	87'	-	-	-	32	21	56·6	-	10	-	9	-	90'	41	18	43·9
Drawing,	65	53	57	51	87·6	87'	104	90	86·6	92	68	73·9	24	37	18	24	94·1	64·8	74	63	85·1
French,	-	-	-	-	-	-	3	6	50·0	10	10	100'	1	11	1	8	100'	72·7	4	4	100'
Irish,	-	-	-	-	-	-	21	17	80·8	-	-	-	-	-	-	-	-	-	7	7	100'
Kindergarten,	-	84	-	72	-	85·7	-	-	-	59	54'	91·5	-	37	-	30	-	81'	-	-	-
Latin,	1	-	-	-	-	-	2	1	50'	-	-	-	-	-	-	-	-	-	1	1	100'
Music—																					
Singing (Staff Notation),	2	10	2	7	100'	70'	-	-	-	-	-	-	1	-	1	-	100'	-	-	-	-
" (Tonic Sol-Fa),	40	66	34	46	85'	69·6	65	46	71·4	51	48	78·3	19	30	9	28	69·2	93·3	45	28	62·2
Harmonium,	7	64	4	49	57·1	76·6	26	17	65	35	29	82·8	2	39	2	32	100'	82'	8	6	75'
Organ,	-	-	-	-	-	-	-	-	-	6	6	100'	1	7	1	7	100	100'	-	-	-
Piano,	-	19	-	12	-	100	-	-	-	18	12	100'	1	17	1	13	100'	76·4	-	-	-

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APPENDIX C.—Schools in Operation—Building Grants—Suspended Schools, &c.

I.—List of Thirty-seven Non-vested Schools taken into connexion during Fifteen Months ended 31st December, 1900.

County.	District.	Roll No.	School.	Parish.	Manager.	Religious denomination.
Antrim,	8A	15373	Broadford,	Antrim,	Rev. R. A. Phenix,	E.C.
"	–	15386	Whitehead,	Templeconan,	R. J. Blakely, Esq.,	Pres
"	4	15399	Court,	Layde,	Rev B. Good, B.A.,	E.C.
"	8	15401	St. Joseph's,	Comlin,	Rev. M. O'Malley,	R.C.
"	11	15405	Feymore,	Glenavy,	Do.,	R.C.
"	9	15437	Windsor,	Shankill,	Rev. J. Craig,	Indp.
"	8	15438	Holycross, inft.	Do.,	Rev. J. M'Mullan,	R.C.
"	8A	15466	Gortnagallon,	Killead,	Rev. J. F. Alexander,	E.C.
Armagh,	18	15372	Middletown Convent, inft.	Synan,	Rev. P. M'Rory, P.P.,	R.C.
"	16	15458	Cross Roads,	Kilcloney	Rev. H. M'Farlane,	Pres.
"	19	15490	Forkhill Jackson,	Forkhill,	Rev. J. Jennings, D.D.,	E.C.
Donegal,	1	15382	Gerrawart,	Killybegs, Lower,	Rev. L. W. Algeo,	E.C.
"	–	15463	Gortnacart, tempy.	Do.	Rev. P. Kelly, P.P.,	R.C.
"	–	15467	St. Connell's, m.	Innishkeel,	Rev. D. M'Gee, P.P.,	R.C.
"	6	15227	Tievebrack,	Donoughmore,	Rev. B. M'Laughlin, P.P.,	R.C.
Down,	19	15400	Kilhorne, m.	Kilkeel,	Rev. J. Quin,	E.C.
"	9	15404	Hill Hall (2)	Drumbeg,	Rev. R. Robson,	Pres.
"	10	15415	Lomond Avenue,	Holywood,	B. M'Ilroy, Esq.,	Pres.
"	–	15468	Saunders-street, inft	Knockbrede,	T. C. D. Catscart, Esq., M.D.	Pres.
Londonderry,	7	15489	St. Patrick's,	Artren,	His Eminence Cardinal Logue.	R.C.
Monaghan,	18	15398	Killymerley,	Monaghan,	Rev. J. A. Allison,	Pres.
"	–	15402	Monaghan Convent, inft.	Do.	Rev. P. M'Donnell, Adm.,	R.C.
Clare,	45	15461	Harmony Hall,	Drumcliff,	Rev. R. Scott,	Pres.
"	42	15470	Islandmore,	Clonrush,	Rev. P. O'Meara, P.P.,	R.C.
Cork,	60	15464	Courtmacsherry (2),	Lislee,	Rev. J. W. Forde, P.P.,	R.C.
Kerry,	57	15387	Killarney Pres. Conv. inft.	Killarney,	Mrs. M. A. O'Connor,	R.C.
"	–	15473	Killorney Convt. inft.	Aghadoe,	Mrs. M. O'Farrell,	R.C.

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Appendix.
Section II., C.
Schools aided.

I.—List of Thirty-seven Non-vested Schools taken into connexion during the Fifteen Months ended 31st December, 1900—*continued.*

County.	District.	Roll No.	School.	Parish.	Manager.	Religious Denomination.
Waterford,	49	15388	Tramore,	Drumcannon,	Rev. R. Toppin,	E.C.
"	–	15495	Dungarvan, parl.	Dungarvan,	Rev. G. S. Meyers,	E.C.
Carlow,	–	15403	Drummond, m.	St. Mullins,	Rev. M. Norris, P.P.,	R.C.
Longford,	28	15460	Lisnaboe,	Clongish,	Rev. G. R. Peyton,	E.C.
Westmeath,	41	15459	Kilbeggan, m., tempy.	Kilbeggan,	Rev. D. Cole, P.P.,	R.C.
Wicklow,	40	15462	Redcross (2),	Redcross,	Rev. A. G. Gick, B.A.,	E.C.
"	–	15469	Tinahask, inft.	Arklow,	Rev. R. C. Hallowes,	E.C.
"	–	15472	Littlewood,	Aghold,	Rev. R. Doupe,	E.C.
Mayo,	26	15406	Dugort,	Achill,	Rev. R. S. Hayes, B.A.,	E.C.
Roscommon,	22	15465	Clew's Memorial,	Boyle,	Rev. J. Watson, B.A.,	Pres.

II.—List of Eight Struck-off Schools restored to Rolls during the Fifteen Months ended 31st December, 1900.

Struck-off Schools restored.

County.	Dist.	Roll No.	School.	Parish.
Donegal,	1	8492	Dooey,	Lettermacward.
Down,	17	9811	Shrigley, inft.	Killyleagh.
"	10	9086	Ballyferis,	Ballywalter.
Tipperary,	43	587	Graigue (1),	Fennor.
"	46	5802	Newtown,	Clonbeg.
Mayo,	20	9968	Tonroe,	Rathreagh.
Cork,	59	11076	Castletownsend (2),	Castlehaven.
Antrim,	4	10506	Dunaghy,	Dunaghy.

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III.—List of One Hundred and Thirty-one Non-Vested Schools struck off the Rolls during the Fifteen Months ended 31st December, 1900.

Appendix. See C. Schools struck Roll.

County.	District.	Roll No.	School.	Parish.	Reason for striking School off Roll.
Antrim,	9	15437	Windsor,	Shankill,	Rules not observed.
"	4	10506	Dunaghy,	Dunaghy,	Average attendance insufficient.
"	–	11390	Glenone,	Loyde,	Superseded by 15105.
"	8A	1943	Gortnagellon,	Killead,	" 15466.
"	8	9944	Hardinge-st., m.	Shankill,	" 15251.
"	–	9945	" f.	"	" 15252
"	4	10749	Gallagh,	Duneane,	" 15192 3.
"	8A	98	Windygap,	Templeconan,	Inoperative.
"	8A	10529	Carrickfergus, f.	Carrickfergus,	Amalgamated with 12801.
Armagh,	16	12663	Mullevilly (2), m.	Kilmore,	" 12664.
"	25	5355	Silverbridge,	Forkhill,	Superseded by 15130/1.
"	16	10294	Ballyloughan,	Kilmore,	Inoperative.
"	–	10580	Cladybeg,	Kilclooney,	"
"	–	10348	Drumhillery,	Tynan,	"
Cavan,	31	9724	Ardmoneen,	Drumreilly,	Superseded by 15052.
"	24	10912	Beglieve,	Knockbride,	Inoperative.
"	23	6022	Carrahoe, m.	Lavey,	Superseded by 15120.
"	–	6280	" f.	"	" 15121.
"	24	8167	Kingscourt, m.	Enniskeen,	" 14763.
"	–	8168	" f.	"	" 14764.
"	23	11653	Kilmore,	Kilmore,	No longer required in locality.
"	24	15202	Northlands,	Enniskeen,	Inoperative.
Donegal,	1	5362	Gortnacart,	Killybegs, Lr.,	House unsuitable.
"	5	8400	Shannagh,	Drumholm,	Average attendance insufficient.
"	1	11238	Falmore,	Templecrone,	Superseded by 14876.
"	1	8492	Dooey,	Lettermacward,	House unsuitable.
"	1	5898	Bridge End,	Aughnish,	Superseded by 15115.
"	1	10832	Ramelton,	"	" 15115.
"	5	7060	Largynascragh,	Innishkeel,	" 14888.
"	5	7485	Leckonnell,	"	" 14890.
Down,	10	15199	Derwent-street,	Ballymacarrett,	House unsuitable. Teacher Incompetent.
"	–	9086	Ballyferis,	Bellywalter,	Average attendance insufficient.
"	19	11012	Dromore-road,	Clonallon,	Superseded by 15195.
"	–	2401	Dunevan, m.	Kilkeel,	" 15248.
"	–	2402	" f.	"	" 15261.
"	–	13532	St. Colmm's, inf.	"	" 15262.
"	17	9811	Shrigley, inf.	Killyleagh,	Amalgamated with 3745.
"	9	8058	Edenticullo,	Hillsborough,	Not required in locality.
"	19	6686	Kilkeel,	Kilkeel,	Superseded by 15244.
Fermanagh,	13	10629	Drumbad,	Inishmacsaint,	Closed by Manager.
Londonderry,	2A	4407	Roe Mill,	Drumachose,	Superseded by 15294.
"	7	14393	Coltrim,	Artrea,	" 15489.
Monaghan,	24	14245	Donaghmoyne (2),	Donaghmoyne,	Inoperative.
"	18	1488	Largy, f.	Clones,	Superseded by 15041.
"	–	14542	" inf.	"	" 15491.
"	23	10934	Rosen,	Drumelly,	Inoperative.
Tyrone,	6	6315	Strabane, P.L.U.	Leckpatrick,	"
"	15	5074	Cookstown P.L.U.	Derryloken,	"
"	–	11328	Muloahunch,	Killeshil,	Average attendance insufficient.
"	14	11354	Clogher, P.L.U.	Clogher,	Inoperative.
"	–	5695	Clogherney Up,	Clogherney,	Average attendance insufficient.

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Appendix.

Section II., C.

Schools struck off Roll.

III.—List of One Hundred and Thirty-one Non-Vested Schools struck off the Roll, &c.—*continued.*

County.	District.	Roll No.	School.	Parish.	Reason for striking School off Roll.
Clare,	45	3528	Annagh,	Kilmurry,	Superseded by 15221/2.
Cork,	58	456	Bantry, m.	Kilmocomogue,	„ 15135.
„	59	11076	Castletownsend. (2).	Castlehaven,	Average attendance insufficient.
„	50	9340	Dunmanus,	Kilmoe,	Superseded by 15151.
„	52	14406	Terretts,	Rathgogan,	Low average attendance.
„	55	6784	Bellinagree, m.	Aghina,	Superseded by 15140.
„	–	6785	„ f.	„	„ 15141.
„	60A	8414	Passage West, Convent.	Marmullane,	„ 14299.
„	60	6369	Oysterhaven,	Kinsale,	„ 14548.
„	58	7335	Hare Island,	Aughadown,	„ 15274.
„	–	457	Bantry, m. inf.	Kilmocomogue,	Inoperative.
Kerry,	54	7979	Cloghane,	Cloghane,	Superseded by 14987.
„	–	11084	Tralee (3), f.	Tralee,	Inoperative.
„	–	11036	„ m.	„	„
Limerick,	51	11686	Montpelier,	Stradbally,	Superseded by 14075.
„	46	7515	Cappamore Convt.	Tuogh,	„ 15127.
„	51	1868	Coberline,	Ballybrood,	„ 15226.
Tipperary,	46	4071	Shronell,	Shronell,	Superseded by 15008 and 15074.
„	43	507	Graigue,	Fennor,	Manager has failed to take any notice of official communications.
„	46	5111	Glenbane,	Glenbane,	Superseded by 14957.
„	–	4215	Mount Bruis,	Bruis,	„ 15157/8.
„	53	10436	Ballyporeen, m.	Templetenny,	„ 15134.
Dublin,	30	9952	Dominick-st., m.	St. Mary's,	Amalgamated with 10018.
„	–	11622	St. George's, m.	St. George's,	Grants transferred to 15205/6/7.
„	–	11623	„ f.	„	
„	–	11624	„ inf.	„	
Kildare,	37	14082	Clane, m. inf.	Clane,	Inoperative.
Kilkenny,	47	7773	Kilfane,	Kilfane,	Low average attendance.
Longford,	28	7070	Ardagh, m.	Ardagh,	Superseded by 15035.
„	–	7165	„ f.	„	„ 15036.
„	–	7925	Clonback,	Columbkille,	„ 15038.
„	–	7458	Keenagh, m.	Kilcommock,	„ 15154.
„	–	7472	„ f.	„	„ 15155.
„	–	6112	Lislea, m.	Clonbroney,	„ 14857.
„	–	9294	„ f.	„	„ 14858.
Louth,	25	8904	Knockbridge, f.	Louth,	Inoperative.
Meath,	24	9598	Edengorra, f.	Kilmainham Wood.	Average attendance insufficient.
„	29	865	Cannistown,	Ardsallagh,	Superseded by 15104.
„	25	845	St. Mary's, m.	St. Mary's,	„ 15125.
„	–	846	„ f.	„	„ 15451.

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Appendix.

Section II, C.

Schools struck off Roll.

III.—List of One Hundred and Thirty-one Non-Vested Schools struck off the Roll, &c.—*continued.*

County.	District.	Roll No.	School.	Parish	Reason for striking School off Roll.
Queen's,	41	5206	Briscoli,	Clonenagh,	Superseded by 15197.
"	–	5442	Rosenallis,	Rosenallis,	Teacher dismissed.
Westmeath,	41	1315	Kilbeggan,	Kilbeggan,	Principal Teacher dismissed.
Wexford,	50	961	Kilmore (2),	Kilmore,	Superseded by 14929.
"	–	10013	Clonmines,	Tintern,	" 14900.
Wicklow,	40	5393	N.-T.-Mt. Kennedy, m.	Newcastle,	Average attendance insufficient. Teacher incompetent.
"	–	7250	Clara Vale,	Knockrath,	Superseded by 15164.
Galway,	32	10880	Adrigole,	Kilcroan,	Inoperative.
"	34	10252	Oatquarter,	Inishmore,	Superseded by 14832 and 14782.
"	27	6414	Hollygrove,	Athleague,	" 15138.
"	34A	13195	Kiltulla,	Kiltulla,	" 15166.
"	42	8771	Killomoran,	Kilmeedaugh,	" 15147.
"	34	2219	Knockbane,	Moycullen,	" 15331.
"	32	10375	Dunmore, Tuam,	Dunmore,	" 14734/5.
"	27	9684	Glenamaddy, m.	Boyounagh,	" 15435.
"	–	15018	" f.	"	" 15436.
Leitrim,	5	7173	Rossinver,	Rossinver,	" 14501.
"	31	3857	Drumeela, m.	Carrigallen,	" 14896.
"	–	6223	" f	"	" 14899.
"	–	9114	Fenagh (2),	Fenagh,	" 15194.
"	–	7217	Cornaugh,	Carrigallen,	" 15029.
"	–	1408	Pottore, m.	Oughteragh,	" 15148.
"	–	2130	" f.	"	" 15149.
"	–	8423	Stracarne, f.	Mohill,	Amalgamated with 8422.
Mayo,	21	3946	Barnacahogue, m.	Kilbeagh,	Superseded by 15113.
"	–	3947	" f.	"	" 15114.
"	32	8006	Crossboyne,	Crossboyne,	Inoperative.
"	26	14105	Bundoragha,	Kilgeever,	Superseded by 14331.
"	20	10354	Poutoon,	Kilbrefad,	" 14908.
"	–	7176	Rathlacken,	Kilcummin,	" 14671.
"	21	2926	Tavrane, m.	Kilmovee,	" 14833.
"	–	2927	" f.	"	" 14844.
"	28	8128	Doohoma,	Kilcommon,	" 14193.
"	–	3027	Corclough,	Kilmore,	" 15014.
Roscommon,	22	9219	Balla.	Anghrim,	Superseded by 15091.
"	–	10849	Railway Bridge,	Boyle,	" 15465.
Sligo,	12	3138	Ballacutranta, m.	Dromod,	Inoperative.
"	22	8013	Coolback,	Ballymakill,	House property of Teacher.
"	5	12670	Glenifle,	Rossinver,	Inoperative.
"	12	9847	Innismurry Islnd.	Ahamlish,	Superseded by 15230.

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Appendix.

Section II, C.

Grants to build.

IV.—List of Eighty-four Schools to which Building Grants were made during the Fifteen Months ended 31st December, 1900.

County.	District.	Roll No.	School.	Parish.	Number of Pupils to be accommodated. Males.	Females.	Total.	How vested.
Antrim,	4	15391	Hazelbank,	Racavan,	50	50	100	V.T.
"	3	15392	Dunseverick,	Dunseverick,	40	40	80	V.C.
"	4	15481	St. Columba's,	Culteightrim,	40	40	80	V.T.
"	8	15471	Fortwilliam, inft.	Shankill,	30	30	60	V.T.
"	–	15492	St. Gall's Monastery (2).	Do.	150	–	150	V.T.
Armagh,	25	15414	Clonalig, m.	Creggan,	75	–	75	V.T.
"	19	15447	Dromantee, m.	Kilboy,	175	–	175	V.T.
"	–	15448	Do. f.	Do.	–	175	175	V.T.
"	25	15450	Clonalig. f.	Creggan,	–	75	75	V.T.
"	11	15453	Lurgan, m.	Lurgan,	125	–	125	V.C.
"	–	15454	Do. f.	Do.	–	125	125	V.C.
Cavan,	23	15416	Lisarney,	Drung,	40	40	80	V.T.
"	31	15452	Kildallen,	Kildallen,	40	40	80	V.T.
Donegal,	1	15393	Cashel (2),	Clondervaddock,	75	75	150	V.T.
"	6	15394	Meenbane,	Stranorlar,	40	40	80	V.T.
"	2	15474	Altaghderry,	Killea,	40	40	80	V.T.
"	–	15493	Inishtrahull Island,	Clonea,	30	30	60	V.C.
Down,	10	15390	St. Matthew's, f.	Knockbreda,	–	600	600	V.T.
"	9	15417	Crossnacreevy,	Comber,	40	40	80	V.C.
Fermanagh,	13	15439	Moughley,	Aughalurcher,	40	40	80	V.T.
Tyrone,	6	15376	Glenrone,	Badoney, Upper,	40	40	80	V.T.
"	14	15412	Seskinore (2),	Clogherney,	40	40	80	V.T.
Clare,	45	15408	Connolly, m.	Kilmaley,	100	–	100	V.T.
"	–	15409	Do. f.	Do.	–	100	100	V.T.
Cork,	55	15380	Dromagh, m.	Dromteriffe,	75	–	75	V.C.
"	–	15381	Do. f.	Do.	–	75	75	V.C.
"	–	15397	St. Michael's, Slieveragh.	Ballyvourney	50	50	100	V.T.
"	58	15410	Kilcrohane,	Kilcrohane,	60	60	120	V.T.
"	59	15440	Longh Ine, f.	Tullagh,	–	00	80	V.T.
"	55	15478	Toames, m.	Kilmichael,	75	–	75	V.T.
"	–	15479	Do. f.	Do.	–	75	75	V.T.
"	60	15484	New Glanmire, m.	Caherlag, (Composite plan for)	100	–	100	V.T.
"	–	15485	Do. f.	Do. (Composite plan for)	–	75	75	V.T.
Tipperary,	43	15418	Garnakilka,	Upperchurch,	60	60	120	V.T.
"	53	15455	Clogheen, m.	Shanrahan,	150	–	150	V.T.
Waterford,	48	15457	Cappoquin Convent,	Lismore and Mocollop.	–	300	300	V.T.
Dublin,	0	15480	Harold, f.	Monkstown,	–	350	350	V.T.
Kildare,	44	15456	Ballyshannon,	Ballyshannon,	30	30	80	V.T.
King's,	41	15395	Mount Bolus, m.	Killoughey,	75	–	75	V.T.
"	–	15396	Do. f.	Do.	–	75	75	V.T.

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IV.—List of Eighty-four Schools to which Building Grants were made during the Fifteen Months ended 31st December, 1900—*continued.*

Appendix. Section II. C. Grants to build.

County.	District.	Roll No.	School.	Parish.	Number of Pupils to be accommodated. Males.	Females.	Total.	How vested.
Meath,	25	15451	St. Mary's, inft.	St. Mary's,	443	–	443	V.T.
"	29	15483	Rathkenny, m.	Rathkenny,	75	–	75	V.T.
"	–	15487	Do. f.	Do.	–	75	75	V.T.
Queen's,	41	15377	Oak,	Clonevagh,	50	50	100	V.T.
"	–	15445	Trummera,	Do.	40	4	80	V.T.
Wexford,	40	15407	Ballytbomas,	Kilpipe,	30	30	60	V.T.
"	50	15419	Oulart,	Meelnagh,	60	60	120	V.T.
"	–	15420	Ballycanew, m.	Ballycanew,	60	–	60	V.T.
"	–	15430	Do. f.	Do.	–	60	60	V.T.
Wicklow,	40	15383	St. Peter's, inft. m.	Arklow,	200	–	200	V.T.
Galway,	34	15389	Ronndstone, f.	Moyrus,	–	80	80	V.T.
"	34A	15411	Crumlin, f.	Abbeyknockmoy,	–	80	80	V.T.
"	27	15427	Toberroe, m.	Ballynakill,	100	–	100	V.T.
"	–	15428	Do. f.	Do.	–	100	100	V.T.
"	35	15429	Clonkeenkerrill	Clonkeenkerrill,	60	60	120	V.T.
"	27	15435	St. Joseph's, m.	Boyanagh,	125	–	125	V.T.
"	–	15436	Do. f.	Do.	–	125	125	V.T.
"	35	15444	St. Mary's (Menlagh), m.	Killescole,	100	–	100	V.T.
"	–	15445	Do. f.	Do.	–	100	100	V.T.
"	34	15449	Inisbtrawer,	Moyrus,	20	20	40	V.T.
"	–	15482	Cornamona, m	Ross,	125	–	125	V.T.
"	–	15485	Do. f.	Do.	–	125	125	V.T.
"	32	15475	Castlegrove, m.	Kilconly,	75	–	75	V.T.
"	–	15476	Do. f.	Do.	–	75	75	V.T.
Leitrim,	12	15382	Drumlease	Drumlease,	75	75	150	V.T.
"	5	15433	Glenaniffe m.	Rossinver,	60	–	60	V.T.
"	–	15434	Do. f.	Do.	–	60	60	V.T.
"	31	15441	Glostermin,	Fenagh.	40	40	80	V.T.
"	–	15442	Cloone, m.	Cloone,	75	–	75	V.T.
"	–	15443	Do. f.	Do.	–	75	75	V.T.
Mayo,	20	15423	Mount Palmer,	Rathreagh,	30	30	60	V.T.
"	–	15477	Killeen,	Kilbride,	50	50	100	V.T.
"	32	15488	Ballinvilla, f.	Bekan,	–	100	100	V.T.
Roscommon,	35	15413	Brideswell,	Cam,	50	50	100	V.T.
"	21	15425	Fairymount, m.	Tibohine,	125	–	125	V.T.
"	–	15426	Do. f.	Do.	–	125	125	V.T.
Sligo,	12	15378	Rockfield, m.	Killoran,	75	–	75	V.T.
"	–	15379	Do. f.	Do.	–	75	75	V.T.
"	–	15384	Leyny,	Do.	30	30	60	V.C.
"	–	15421	Ballyconnell, m.	Drumcliffe,	75	–	75	V.T.
"	–	15422	Do. f.	Do.	–	75	75	V.T.
"	–	15424	Seaview,	Do.	50	50	100	V.T.
"	22	15431	Kilaville, m.	Kilshalvey,	150	–	150	V.T.
"	–	15432	Do. f.	Do.	–	150	150	V.T.

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Appendix.

Section II. C.

Building grants restored.

V.—List of Building Grants restored during the Fifteen Months ended 31st December, 1900.

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated.			How vested.
					Males.	Females.	Total.	
—	—	—	—	Nil	—	—	—	

Building grants cancelled.

VI.—List of Seven Building Grants cancelled during the Fifteen Months ended 31st December, 1900.

County.	District	Roll No.	School.	Parish.	How vested.	Reason for cancelling Grant.
Kerry,	57	11446	Derriana,	Dromod,	V.C.	Lease not executed.
Waterford,	49	14937	St. Otteran's, m.	Ballybricken,	V.T.	School not required.
Dublin,	30	15126	East Wall, inft.	St. Thomas,	V.T.	Not proceeded with.
Kildare,	44	15124	Castledermot, inft.	Castledermot,	V.T.	Lease not executed.
Galway,	34	15163	Errislannan,	Ballindoon,	V.T.	Site abandoned.
"	—	14783	Oatquarter, inft.	Innishmore,	V.T.	Inft. dept. not contemplated.
Mayo,	26	14842	Islandmore,	Kilmeena,	V.T.	Work not proceeded with.

Building cases brought into operation.

VII.—List of One Hundred and Fourteen Building Cases brought into operation during the Fifteen Months ended 31st December, 1900.

County.	District	Roll No.	School.	Parish.	How vested	Manager.	Religious Denomination.
Antrim,	4	15105	Glerane,	Layde,	V.T.	Very Rev. H. Convery, P.P., V.F.	R.C.
"	8	15311	Fortwilliam,	Shankill,	V.T.	Rev. J. Maconchie,	Pres.
"	—	15171	Do. inft.	Do.	V.T.	Do. do.,	Pres.
"	—	15251	St. Malachy's, m.	Do.	V.T.	Rev. J. K. O'Neill, Adm.,	R.C.
"	—	15252	Do. f.	Do.	V.T.	Do. do.,	R.C.
"	4	15192	Carlane, m.	Duneane,	V.T.	Very Rev. C. S. Quinn, P.P., V.F.	R.C.
"	—	15193	Do. f.	Do.	V.T.	Do., do.,	R.C.
"	8A	15353	St. Mary's on the hill,	Carnmoney,	V.T.	Rev. J. Hamill, P.P.,	R.C.
"	8	15492	St. Gall's Mons. (2),	Shankill,	V.T.	Rev. J. Tohill, Adm.,	R.C.
"	—	15242	Do. (1),	Do.	V.T.	Do. do.,	R.C.
Armagh,	25	15130	Silverbridge, m.	Forkhill,	V.T.	Rev. P. M'Cartney, P.P.,	R.C.
"	—	15131	Do. f.	Do.	V.T.	Do., do.,	R.C.
Cavan,	31	15052	Ardmoneen,	Drumavilly,	V.T.	Rev. P. Gilchrist, P.P.,	R.C.
"	23	15120	Killyeonnan, m.	Lavey,	V.T.	Rev. M. Fitzpatrick, P.P.,	R.C.
"	—	15121	Do. f.	Do.	V.T.	Do., do.,	R.C.
"	24	14763	Kingsconrt, m.	Enniskeen,	V.T.	Rev. J. Flood, P.P., V.F.,	R.C.
"	—	14764	Do. f.	Do.	V.T.	Do. do.,	R.C.
Donegal,	1	14876	Crohey,	Templecrone,	V.T.	Rev. H. A. Gallagher, P.P.,	R.C.
"	—	15115	Ramelton,	Aughnish,	V.T.	Rev. T. Slevin, P.P.,	R.C.
"	5	14888	Largynascragh,	Inniskeel,	V.T.	Rev. P. Kelly, P.P.,	R.C.
"	—	14899	Leckonnell,	Do.	V.T.	Rev. J. Kelly, P.P.,	R.C.

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Appendix.

Section II., C.

Building cases brought into operation.

VII.—List of One Hundred and Fourteen Building Cases brought into operation during the Fifteen Months ended 31st December, 1900—*continued.*

County.	District.	Roll No.	School.	Parish.	How vested	Manager.	Religious Denomination.
Down,	19	15195	Drumore Road,	Clonallon,	V.C.	A. A. Usher, Esq.,	E.C.
"	–	15248	St. Colman's, m.	Kilkeel,	V.T.	Very Rev. R. Marner, D.D., P.P., V.P.	R.C.
"	–	15261	Do. f.	Do.	V.T.	Do. do.,	R.C.
"	–	15262	Do. inft.	Do.	V.T.	Do. do.,	R.C.
"	–	15244	Kilkeel,	Do.	V.T.	Rev. M. M'Murdie, M.A.,	Pres.
Fermanagh,	13	15238	Magheracross,	Magheracross,	V.T.	Rev. R. Blair,	E.C.
Londonderry,	2A	15294	Roe Mill,	Drumachose,	V.T.	Rev. E. O'Brien, D.D.,	R.C.
Monaghan,	18	15041	Clones, f.	Clones,	V.T.	Very Rev. J. Canon O'Neill, P.P.	R.C.
"	–	15491	Do. inft.	Do.	V.T.	Do. do.,	R.C.
Clare,	45	14750	Cloonenaha, m.	Inagh,	V.T.	Rev. P. M'Inerney, P.P.,	R.C.
"	–	14751	Do. f.	Do.	V.T.	Do. do.,	R.C.
"	–	13826	Lacken, m.	Kilmihil,	V.T.	Rev. T. M'Mahon, P.P.,	R.C.
"	–	13827	Do. f.	Do.	V.T.	Do. do.,	R.C.
"	–	15221	Annagh, m.	Kilmurry,	V.T.	Rev. J. Cahir, P.P.,	R.C.
"	–	15222	Do. f.	Do.	V.T.	Do. do.,	R.C.
Cork,	58	15135	Bantry, m.	Kilmacomogue,	V.T.	Very Rev. M. Canon Shinkwin, P.P.	R.C.
"	–	15151	Dunmanns,	Kilmoe,	V.T.	Rev. J. O'Sullivan, P.P.,	R.C.
"	55	15140	Ballinagree, m.	Agbina,	V.T.	Rev. M. Hennessy, P.P.,	R.C.
"	–	15141	Do. f.	Do.	V.T.	Do. do.,	R.C.
"	60	14546	Oysterhaven,	Kinure,	V.T.	Rev. P. O'Neill, P.P.,	R.C.
"	60A	14299	St. Mary's Convent, Passage West.	Marmullane,	V.T.	Very Rev. H. Canon Reed, P.P.	R.C.
"	58	15274	Hare Island,	Aughadown,	V.T.	Rev. J. O'Sullivan, P.P.,	R.C.
Kerry,	54	14853	Reeglass,	Ballincuslane,	V.C.	Ven. Archdeacon O'Leary, P.P.	R.C.
"	57	14902	Gortnascarry,	Knockane,	V.T.	Rev. M. Neligan, P.P.,	R.C.
"	54	14937	Cloghane,	Cloghane,	V.T.	Rev. P. Browne, P.P.,	R.C.
"	39	15335	Lixnaw Convent, inft.	Kilcarrah,	V.T.	Mrs. M. T. Shanahan,	R.C.
Limerick,	46	15127	Cappamore Convent.	Tuogh,	V.T.	Rev. J. Shelly, P.P.,	R.C.
"	51	14875	Mountpelier,	Stradbally,	V.T.	Rev. B. Scanlon, P.P.,	R.C.
"	–	15226	Caberline,	Ballybrood,	V.C.	Rev. T. Heffernan, P.P.,	R.C.
Tipperary,	46	15157	Mount Bruis, m.	Bruis,	V.T.	Very Rev. M. O'Neill, D.D., P.P.	R.C.
"	–	15158	Do. f.	Do.	V.T.	Do.	R.C.
"	53	15134	Ballypnreen, m.	Templetenny,	V.T.	Rev. T. Walsh, P.P.,	R.C.
"	46	15003	Shronell, m.	Shronell,	V.T.	Very Rev. M. O'Neill, D.D., P.P.	R.C.
"	–	15074	Do. f.	Do.	V.T.	Do.	R.C.
"	–	14957	Glenbane,	Glenbane,	V.T.	Do.	R.C.
"	43	15299	Gaile,	Gaile,	V.T.	Rev. T. Fennelly, P.P.,	R.C.
Waterford,	49	14938	St Otteran's, f.	Ballyhricken,	V.T.	Rev P. F. Flynn, P.P.,	R.C.
"	–	15318	Glenbeg,	Dungarvan,	V.T.	Very Rev. W. M'Sheehy, P.P., V.G.	R.C.
Dublin,	40A	15253	Ringsend, f.	St. Mary's,	V.C.	F. Vernon, esq.,	E.C.
"	30	15205	St. George's, m.	St. George's,	V.T.	Rev. T. L. Canon Scott, D.D.	E.C.
"	–	15206	Do. f.	Do.	V.T.	Do.	E.C.
"	–	15207	Do. inft.	Do.	V.T.	Do.	E.C.
Longford,	28	14857	St Joseph's, m.	Clonbroney,	V.T.	Very Rev. F. Canon O'Ferrell, P.P.	R.C.
"	–	14858	Do. f.	Do.	V.T.	Do.	R.C.
"	–	15038	Clonback,	Columbkille,	V.T.	Rev. J. Sheridan, P.P.,	R.C.

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Appendix. Section II., C.

Building cases brought into operation.

VII.—List of ONE HUNDRED AND FOURTEEN BUILDING CASES brought into operation during the Fifteen Months ended 31st December, 1900—*continued.*

County.	District.	Roll No.	School.	Parish.	How vested	Manager.	Religious Denomination.
Longford,	28	15035	Ardagh, m.	Ardagh,	V.T.	Very Rev. J. Canon O'Farrell, P.P., V.F.	R.C.
,,	–	15036	Do. f.	Do.	V.T.	Do.	R.C.
,,	–	15154	Keenagh, m.	Kilcommock,	V.T.	Rev. P. Moore, P.P.,	R.C.
,,	–	15155	Do. f.	Do.	V.T.	Do.	R.C.
Louth,	25	15258	St. Malachy's, m.	St. Nicholas,	V.T.	Rev. A. M. S. Kelly, O.P.,	R.C.
,,	–	15259	Do. f.	Do.	V.T.	Do.	R.C.
,,	–	15260	Do. inft.	Do.	V.T.	Do.	R.C.
Meath,	29	15104	Cannistown,	Ardsallagh,	V.T.	Rev. P. Farrell, C.C.,	R.C.
,,	23	15125	St. Mary's, m.	St. Mary's,	V.T.	Very Rev. J. Curry, P.P., V.F.	R.C.
,,	–	15451	Do. f.	Do.	V.T.	Do.	R.C.
Queen's,	41	15197	Briscoli,	Clonenagh,	V.T.	Rev. J. Kelly, P.P.,	R.C.
Wexford,	50	14929	Chapel, m.	Kilmore,	V.T.	Very Rev. M. Canon O'Gorman, P.P.	R.C.
,,	–	14909	St. Leonard's,	Tintern,	V.T.	Do.	R.C.
Wicklow,	40	15164	Clara Vale.	Knockrath,	V.T.	Very Rev. J. Staples, P.P.,	R.C.
Galway,	34	14732	Oatquarter, m.	Inishmore,	V.T.	Rev. M. Farraher, P.P.,	R.C.
,,	–	14782	Do. f.	Do.	V.T.	Do.	R.C.
,,	32	14734	Strawberryhill, m.	Dunmore,	V.T.	Very Rev. P. Canon Lynskey, P.P.	R.C.
,,	–	14735	Do. f.	Do.	V.T.	Do.	R.C.
,,	27	15138	Hollygrove,	Athleague,	V.T.	Rev. J. Casey, P.P.,	R.C.
,,	34	15331	Newtown,	Moycullen,	V.T.	Rev. T. Allen, P.P.,	R.C.
,,	34A	15166	Kiltulla,	Loughrea,	V.T.	Rev. J. Cahalan, P.P.,	R.C.
,,	35	15027	Eglish,	Ahascragh,	V.T.	Rev. P. Donagher, P.P.,	R.C.
,,	42	15147	Killomoran,	Kilmacduagh,	V.T.	Rev. J. A. Fahy, P.P., V.G.	R.C.
,,	27	15435	St. Joseph's, m.	Boyonnagh,	V.T.	Rev. W. Conway, P.P.,	R.C.
,,	–	15436	Do. f.	Do.	V.T.	Do.	R.C.
Leitrim,	5	14501	Rossinver,	Rossinver,	V.T.	Rev. J. M'Manus, P.P.,	R.C.
,,	31	14898	Drumeela, m.	Carrigallee,	V.T.	Rev. E. O'Reilly, P.P.,	R.C.
,,	–	14899	Do. f.	Do.	V.T.	Do.	R.C.
,,	–	15194	Fenagh, (2),	Mohill,	V.T.	Rev. D. Gray, P.P.,	R.C.
,,	–	15029	Drumbrainless,	Carrigallen,	V.T.	Rev. E. O'Reilly, P.P.,	R.C.
,,	–	15148	Pottore, m.	Oughterard,	V.T.	Rev. D. M'Breen, P.P., V.G.	R.C.
,,	–	15149	Do. f.	Do.	V.T.	Do.	R.C.
Mayo,	21	15113	St. James's, Barnacabogue, m.	Kilbeagh,	V.T.	Rev M. Keveney, P.P.,	R.C.
,,	–	15114	Do. f.	Do.	V.T.	Do.	R.C.
,,	26	14863	Achill Sound,	Achill,	V.C.	Rev. J. P. Connelly, P.P.,	R.C.
,,	–	14331	Bundoragha,	Kilgeever,	V.T.	Rev. P. Curran, C.C.,	R.C.
,,	20	14908	Pontoon,	Kilbrefad,	V.T.	Rev. J. J. Colleran, Adm.,	R.C.
,,	–	14671	Creevagh,	Kilcummin,	V.T.	Rev. H. Conway, P.P.,	R.C.
,,	21	14833	Tavrane, m.	Kilmovee,	V.T.	Very Rev. R. Canon O'Hara, P.P.	R.C.
,,	–	14834	Do. f.	Do.	V.T.	Do.	R.C.
,,	20	15000	Attymachugh, m.	Tuomore,	V.T.	Rev. J. Gunning, P.P.,	R.C.
,,	–	15001	Do. f.	Do.	V.T.	Do.	R.C.
,,	–	14193	Doohoma,	Kilcommon,	V.T.	Rev. T. Dolphin, P.P.,	R.C.
,,	–	15014	Corclough,	Kilmore,	V.T.	Rev. M. M'Hale, P.P.,	R.C.
Roscommon,	22	15091	Cloonfad,	Aughrim,	V.T.	Rev. P. A. Flanagan,	R.C.
,,	35	14930	Tisrara, f.	Tisrara,	V.T.	Rev. P. J. Shanagher, P.P.	R.C.
,,	27	15156	Ballinderry,	Kilbride,	V.T.	Rev. P. O'Hara, P.P.,	R.C.
Sligo,	12	15230	Inismurray Island,	Ahamlish	V.T.	Rev. W. Crofton, P.P.,	R.C.

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Appendix. Section II., C.

Building cases not yet brought into operation.

VIII.—List of Two Hundred and Fifty three Vested Schools, towards the erection of which the Commissioners had sanctioned Grants, but which had not come into operation on 31st December, 1900.

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated			How vested.
					Males.	Females.	Total.	
Antrim,	3	Armoy,	15296	St. Olean's,	50	50	100	V.T.
"	–	Dunseverick,	15392	Dunseverick,	40	40	80	V.T.
"	4	Craigs,	15112	Tullygrawley,	50	50	100	V.C.
"	–	Culfeightrim,	15481	St. Columba's,	40	40	80	V.T.
"	–	Dunaghy,	15188	Tullybane,	50	50	100	V.T.
"	–	Craigs,	15223	Cullybackey, m.	175	–	175	V.C.
"	–	Do.	15224	Do. f.	–	175	175	V.C.
"	–	Ballyclug,	15231	Cross,	30	30	60	V.C.
"	–	Aboghill,	15268	The Four Towns,	75	75	150	V.C.
"	–	Racavan,	15369	Lisnamurrican,	50	50	100	V.C.
"	–	Do.	15391	Hazelbank,	50	50	100	V.T.
"	8	Shankill,	15278	St. Vincent's, f. (Odessa-street).	–	300	300	V.T.
"	–	Do.	15328	St. Vincent de Paul's,	–	300	300	V.T.
"	–	Magheragall,	15330	Ballycarrickmaddy,	60	60	120	V.T.
"	9A	Shankill, m.	15249	Millfield, m.	250	225	475	V.T.
"	–	Do. f.	15250	Do. f.				
Armagh,	11	Drumcree,	15310	Portadown Convent,	100	300	400	V.T.
"	–	Lurgan,	15453	Lurgan, m.	125	–	125	V.C.
"	–	Do.	15454	Do. f.	–	125	125	V.C.
"	16	Tartaraghan,	15276	Darrykerrib,	40	40	80	V.T.
"	19	Kilboy,	15447	Dromantee, m.	175	–	175	V.T.
"	–	Do.	15448	Do. f.	–	175	175	V.T.
"	25	Creggan,	15414	Clonalig, m.	75	–	75	V.T.
"	–	Do.	15450	Do. f.	–	75	75	V.T.
Cavan,	23	Drung,	15416	Lisarney,	40	40	80	V.T.
"	24	Killinkere,	15039	Lisnagirl (2),	40	40	80	V.T.
"	–	Kilshereclaney,	15111	Cornasans,	60	60	120	V.T.
"	–	Knockbride,	15196	Greaghagaron,	30	30	60	V.T.
"	31	Kinawley,	15110	Uragh,	50	50	100	V.T.
"	–	Kildallen,	15452	Kildallen,	40	40	80	V.T.
Donegal,	1	Clondarvaddock,	15393	Cashel (2),	75	75	150	V.T.
"	–	Tullaghobegley,	15003	Innisboffin,	30	30	60	V.C.
"	–	Templecrone,	15005	Meenbanad,	60	60	120	V.T.
"	–	Upr. Templecrone,	15153	Cummin,	40	40	80	V.T.
"	–	Gartan,	15208	Stramore,	60	60	120	V.T.
"	–	Rogsmill,	15239	Derryhassen,	60	60	120	V.T.
"	–	Templecrone,	15243	Burtonport,	60	60	120	V.T.
"	–	Tullyfern,	15338	Milford,	75	75	150	V.T.
"	–	Conwall,	15364	Ballystrang,	40	40	80	V.T.
"	2	Killea,	15474	Altaghderry,	40	40	80	V.T.
"	–	Clonea,	15493	Inishtrahull Island,	30	30	60	V.C.
"	5	Kilbarron,	14705	Ballyshannon Convent,	–	300	300	V.T.
"	–	Killybegs Lower,	15229	Meenavallay,	40	40	80	V.T.
"	–	Glencolumbkille,	15241	Teelin,	75	75	150	V.T.
"	–	Donegal,	15271	Townawilly,	75	75	150	V.T.
"	6	Donoughmore,	15209	Lismullaghduff,	30	30	60	V.C.
"	–	Do.	15227	Tievebrack,	30	30	60	V.T.
"	–	Stranorlar,	15394	Meenbane,	40	40	80	V.T.
Down,	9	Combar,	15417	Crossnacreevy,	40	40	80	V.C.
"	10	Dundonald,	15111	Dundonald, m.	125	–	125	V.C.
"	–	Do.	15118	Do. f.	–	125	125	V.C.
"	–	Knockbreda,	15390	St Matthew's, f.	–	600	600	V.T.
"	17	Saul,	15267	Saul.	60	60	120	V.T.
"	–	Kilcoo,	15270	Donard View,	60	60	120	V.C.
"	–	Do.	15305	St. Mary's, Newcastle, m.	100	–	100	V.T.
"	–	Do.	15306	Do. f.	–	100	100	V.T.
"	–	Kilmore,	15312	Teconnaught,	40	40	80	V.T.
"	–	Loughinisland,	15314	Drumaroad,	40	40	80	V.T.

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Appendix.

Section II., C.

Building cases not yet brought into operation.

VIII.—List of Two Hundred and Fifty-three Vested Schools—*continued.*

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated. Males.	Females.	Total.	How vested.
Fermanagh,	13	Aughalurcher,	15439	Moughley,	40	40	80	V.T.
Londonderry,	2	Templemore,	15168	Christ Church, m.	175	–	175	V.T.
,,	–	Do.	15169	Do. f.	–	175	175	V.T.
,,	3	Macosquin,	15152	Killure,	30	30	60	V.C.
,,	–	Atherton,	15247	Portstewart,	75	75	150	V.C.
,,	7	Errigal,	15246	Garvagh,	100	100	200	V.T.
Monaghan,	18	Clones,	15300	Clones, Fortview,	60	60	120	V.C.
,,	–	Do.	15344	Aughnashalvey,	40	40	80	V.T.
,,	24	Donaghmoyne,	15142	Donaghmoyne (1),	60	60	120	V.T.
,,	–	Do.	15143	Lisdoonan,	75	75	150	V.T.
,,	–	Magheracloone,	15317	Killick,	40	40	80	V.T.
,,	–	Magherors,	15329	Carrickmacross Convt.	–	300	300	V.T.
Tyrone,	6	Lower Badoney,	15190	Beltrim, m.	75	–	75	V.T.
,,	–	Do.	15191	Do. f.	–	75	75	V.T.
,,	–	Cappagh,	15269	Beltony,	30	30	60	V.T.
,,	–	Lower Badoney,	15336	Leckin,	50	50	100	V.T.
,,	–	Skirts of Urney,	15346	Castlederg Edwards, m.	75	–	75	V.C.
,,	–	Do	15349	Do. do., f.	–	75	75	V.C.
,,	–	Upper Badoney,	15376	Glenrone,	40	40	80	V.T.
,,	14	Kilskeery,	15116	Trilliek (1),	60	60	120	V.T.
,,	–	Termonagurk,	15352	St. Columbkille's,	50	50	100	V.T.
,,	–	Clogherney,	15412	Seskinore (2),	40	40	80	V.T.
,,	15	Ardboe,	15297	Mulnahoe, m.	100	–	100	V.T.
,,	–	Do.	15298	Do. f.	–	100	100	V.T.
Clare,	42	Feakle,	15103	Kilelaran,	50	50	100	V.T.
,,	–	Do.	15254	Flagmount,	50	50	100	V.T.
,,	–	Killaloe,	15370	Killaloe, m.	200	–	200	V.T.
,,	45	Kilrush,	15216	Kilrush (1),	100	100	200	V.T.
,,	–	Clooney,	15279	Clooney, m.	75	–	75	V.T.
,,	–	Do.	15280	Do. f.	–	75	75	V.T.
,,	–	Kildysart,	15301	Kildysart, m.	125	–	125	V.T.
,,	–	Do.	15302	Do. f.	–	125	125	V.T.
,,	–	Kilmihil,	15327	Cahirmurphy,	75	75	150	V.T.
,,	–	Kilmayley,	15403	Connolly, m.	100	–	100	V.T.
,,	–	Do.	15409	Do. f.	–	100	100	V.T.
,,	51	Clonloghan,	15350	Stonehall, m.	60	–	60	V.T.
,,	–	Do.	15351	Do. f.	–	60	60	V.T.
Cork,	52	Kilbolane,	15159	Bunmona,	30	30	60	V.T.
,,	55	Kilmichael,	15478	Toames, m.	75	–	75	V.T.
,,	–	Do.	15479	Do. f.	–	75	75	V.T.
,,	–	Ballyvourney,	15316	Ballyvourney, m.	125	–	125	V.T.
,,	–	Do.	15347	Do. f.	–	125	125	V.T.
,,	–	Do.	15397	St. Michael's, Slieveragh.	50	50	100	V.T.
,,	–	Dromtariffe,	15380	Dromagh, m.	75	–	75	V.C.
,,	–	Do.	15381	Do. f.	–	75	75	V.C.
,,	56	Donoughmore,	15323	Kilcullen, m.	60	–	60	V.T.
,,	–	Do.	15324	Do. f.	–	60	60	V.T.
,,	58	Kilcrohane,	15410	Kilcrohane,	60	60	120	V.T.
,,	59	Skibbereen,	15440	Lough Ine, f.	–	80	80	V.T.
,,	60	Ringrone,	15106	Ringrone,	50	50	100	V.T.
,,	60A	Caherlag,	15484	New Glanmire, m.	100	–	100	V.T.
,,	–	Do.	15485	Do. f.	–	75	75	V.T.
Kerry,	39	Kilshenane,	14998	Lyreacrompane,	100	100	200	V.T.
,,	54	Ballincushane,	14366	Loughfouder,	40	40	80	V.C.
,,	–	Kilcolman,	14572	St. Joseph's (Miltown), m.	200	–	200	V.T.
,,	–	Dysert,	14797	Kilsarcon, m.	125	–	125	V.T.
,,	–	Do.	14798	Do. f.	–	125	125	V.T.
,,	57	Knockane,	11344	Brida,	30	30	60	V.T.
,,	–	Cahir,	14330	Camburn,	40	40	80	V.C.

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Appendix.

Section II., C.

Building cases not yet brought into operation.

VIII.—List of Two Hundred and Fifty-three Vested Schools—*continued.*

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated. Males.	Females.	Total.	How invested.
Limerick,	39	Abbeyfeale,	14516	Feale View,	30	30	60	V.C.
"	–	Rathronan,	15100	Clash,	50	50	100	V.T.
"	46	Grean,	15345	Brackile,	50	50	100	V.T.
Tipperary,	35	Corbally,	15277	Knock,	40	40	80	V.T.
"	43	Clogher,	15273	Turraheen,	50	50	100	V.T.
"	–	Ballingarry,	15334	Ballingarry Convent,	–	200	200	V.T.
"	–	Upperchurch,	15418	Garnakilka,	60	60	120	V.T.
"	–	Clonbullogue,	15304	Tankerstown, f.	60	60	120	V.T.
"	53	Caher,	15240	Ballingeary,	50	50	100	V.T.
"	–	Kilvemnon,	15362	Mullinahone, m.	125	–	125	V.T.
"	–	Do.	15363	Do. f.	–	125	125	V.T.
"	–	Shanrahan,	15455	Clogheen, m.	150	–	150	V.T.
Waterford,	48	Lismore and Mocollop.	15457	Cappoquin Convent,	–	300	300	V.T.
"	49	St. John's Without,	15295	St. Alphonsus,	100	300	400	V.T.
Carlow,	44	Carlow,	14245	Carlow Convent,	–	500	500	V.T.
Dublin,	40	Dalkey,	15132	Harold,	100	100	200	V.T.
"	–	Monketown,	15481	Do. f.	–	350	350	V.T.
Kildare,	29	Nurney,	15303	Clogherincol,	50	50	100	V.T.
"	37	Naas,	15040	Naas Convent, f.	–	400	400	V.T.
"	44	Ballyshannon,	15456	Ballyshannon,	30	30	60	V.T.
Kilkenny,	47	Gowran,	15365	Gowran, m.	125	–	125	V.T.
"	–	Do.	15366	Do. f.	–	125	125	V.T.
"	49	The Rower,	15150	Rower, m.	125	–	125	V.T.
"	–	Do.	15161	Do. f.	–	125	125	V.T.
"	–	Portnascully,	15310	Carrigeen, m.	125	–	125	V.T.
"	–	Do.	15341	Do. f.	–	125	125	V.T.
King's,	41	Clonsast,	15325	Clonbullogue, m	60	–	50	V.T.
"	–	Do.	15326	Do. f.	–	60	50	V.T.
"	–	Killoughy,	15395	Mount Bolus, m.	75	–	75	V.T.
"	–	Do.	15396	Do. f.	–	75	75	V.T.
Longford,	28	Killoe,	15108	Kiltyereevagh,	60	60	120	V.T.
"	–	Mostrim,	15150	St. Elizabeth's Convt.,	–	200	200	V.T.
"	33	Abbeylara,	15122	St. Bernard's, m.	75	–	75	V.T.
"	–	Do.	15123	St. Brigid's, f.	–	75	75	V.T.
Louth,	25	Louth,	15101	Knockbridge, m.	100	–	100	V.T.
"	–	Do.	15102	Do. f.	–	100	100	V.T.
"	–	Dundalk,	15275	Point Road,	50	50	100	V.T.
Meath,	29	Rathkenny,	15483	Rathkenny, m.	75	–	75	V.T.
"	–	Do.	15487	Do. f.	–	75	75	V.T.
Queen's,	41	Rosenallis,	15313	Derrylamogue,	30	30	50	V.T.
"	–	Clonenagh,	15445	Trommera,	40	40	80	V.T.
"	–	Do.	15377	Oak,	50	50	100	V.T.
"	44	Killeshin,	15371	St. Joseph's, Carlow, Graigue.	60	60	120	V.T.

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Appendix.

Section II., C.

Building cases not yet brought into operation.

VIII.—List of Two Hundred and Fifty-three Vested Schools—*continued.*

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated. Males.	Females.	Total.	How vested.
Westmeath,	33	Ardmurcher,	15291	Streamstown, m.	75	–	75	V.T.
"	–	Do.	15293	Do. f.	–	75	75	V.T.
"	–	Clonfad,	15307	Dalystown,	40	40	80	V.T.
Wexford,	40	Kilpipe,	15407	Ballythomas,	30	30	60	V.T.
"	50	Menlagh,	15419	Oulart,	50	60	120	V.T.
"	–	Toome,	15354	Camolin, m.	75	–	75	V.T.
"	–	Do.	15355	Do. f.	–	75	75	V.T.
"	–	Ardamine,	15357	Riverchapel, m.	75	–	75	V.T.
"	–	Do.	15368	Do. f.	–	75	75	V.T.
"	–	Ballycanew,	15420	Bellycanew, m.	60	–	60	V.T.
"	–	Do.	15430	Do. f.	–	60	60	V.T.
Wicklow,	40	Arklow,	15383	St. Peter's, inf. m.	200	–	200	V.T.
"	44	Baltinglass,	15272	Baltinglass, m.	250	–	250	V.T.
Galway,	27	Ballynakill,	15427	Tobberoe, m.	100	–	100	V.T.
"	–	Do.	15428	Do. f.	–	100	100	V.T.
"	32	Dunmore,	15145	Lorrha, m.	125	–	125	V.T.
"	–	Do.	15146	Do. f.	–	125	125	V.T.
"	–	Killascope,	15228	St. Patrick's, Cogarry,	60	60	120	V.T.
"	–	Kilconly,	15475	Castlegrove, m.	75	–	75	V.T.
"	–	Do.	15476	Do. f.	–	75	75	V.T.
"	34	Moyrus,	15389	Roundstone, f.	–	80	80	V.T.
"	–	Do.	15449	Inishtrawer,	20	20	40	V.T.
"	–	Ross,	15482	Cornamona, m.	125	–	125	V.T.
"	–	Do.	15486	Do. f.	–	125	125	V.T.
"	–	Omey,	15099	Inishturk Island,	30	30	60	V.T.
"	–	St. Nicholas,	15316	Nun's Island Monast.,	250	–	250	V.T.
"	34A	Abbeyknockmoy,	15411	Crumlin, f.	–	80	80	V.T.
"	35	Clonkeen Kerrill,	15429	Clonkeen Kerrill, m.	120	–	120	V.T.
"	–	Killescole,	15444	Menlagh, m.	100	–	100	V.T.
"	–	Do.	15445	Do. f.	–	100	100	V.T.
"	42	Killeenadeema,	15071	Killeenadeema, m.	75	–	75	V.T.
"	–	Do.	15072	Do. f.	–	75	75	V.T.
Leitrim,	5	Rossinver,	15433	Glenaniffe, m.	60	–	60	V.T.
"	–	Do.	15434	Do. f.	–	60	60	V.T.
"	12	Killanumery,	15115	Ardvarney,	40	40	80	V.T.
"	–	Killargue,	15128	Killargue,	50	50	100	V.T.
"	–	Inishmagrath,	15133	Gortnesilla,	75	75	150	V.C.
"	–	Drumlease,	15382	Drumlease,	75	75	150	V.T.
"	31	Drumreilly Upper,	14794	Drumconra, m.	60	–	60	V.T.
"	–	Do.	14795	Do. f.	–	60	60	V.T.
"	–	Fenagh,	15441	Glostermin,	40	40	80	V.T.
"	–	Cloone,	15442	Cloone, m.	75	–	75	V.T.
"	–	Do.	15443	Do. f.	–	75	75	V.T.
"	–	Mohill,	15339	St. Patrick's, Cartron,	40	40	80	V.T.
"	–	Kiltubrid,	15356	Aughacashel,	60	60	120	V.T.
Mayo,	20	Rathreagh,	15423	Mount Palmer,	30	30	50	V.T.
"	–	Kilbride,	15477	Killeen,	50	50	100	V.T.
"	–	Kilcommon,	14843	Porturlin,	40	40	80	V.T.
"	–	Do.	15032	Carratighe,	50	50	100	V.T.
"	21	Kilmovee,	14530	Kilkelly, inft.	54	54	108	V.T.
"	–	Aughamore,	14894	Doogarry, m.	75	–	75	V.T.
"	–	Do.	14895	Do. f.	–	75	75	V.T.
"	26	Burrishoole,	13098	Kilmore, f.	–	75	75	V.C.
"	–	Achill,	14865	Butterworth,	30	30	60	V.T.
"	–	Do.	15225	Achillbeg,	30	30	60	V.C.
"	32	Aughamore,	15030	Aughamore, m.	100	–	100	V.T.
"	–	Do.	15031	Do. f.	–	100	100	V.T.
"	–	Annagh,	15375	St. Joseph's Convent (Bellyhaunis).	–	400	400	V.T.
"	–	Bekan,	15488	Ballinavilla, f.	–	100	100	V.T.

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Appendix.

Section II., C.

Building cases not yet brought into operation.

VIII.—List of Two Hundred and Fifty-three Vested Schools—*continued.*

County.	Dis-trict.	Parish.	Roll No.	School.	Number of Pupils to be accommodated			How Vested.
					Males	Fe-males.	Total	
Roscommon,	21	Tibohine,	15425	Fairymount, m.	125	–	125	V.T.
"	–	Do.	15426	Do. f.	–	125	125	V.T.
"	–	Do.	15255	Don, m.	125	–	125	V.T.
"	–	Do.	15256	Do. f.	–	125	125	V.T.
"	22	Aughrim,	14684	Aughrim, m.	60	–	60	V.T.
"	–	Do.	14685	Do. f.	–	60	60	V.T.
"	–	Do.	15043	Abbeytown Convent,	–	400	400	V.T.
"	27	Bumlin,	15045	Strokestown, m.	150	–	150	V.T.
"	–	Roscommon,	15083	St. Mary's Convent,	–	600	600	V.T.
"	–	Elphin,	15139	Abbeycartron,	175	175	350	V.T.
"	–	O'Gulla,	15219	Corruslira,	50	50	100	V.T.
"	–	Athleague,	15308	Athleague, m.	75	–	75	V.T.
"	–	Do.	15309	Do. f.	–	75	75	V.T.
"	35	Carn,	15413	Brideswell,	50	50	100	V.T.
Sligo,	5	Ahamlish,	15337	Castlegal, m	60	–	60	V.T.
"	12	St. John's,	15374	St. Vincent's Convent,	–	200	200	V.T.
"	–	Killoran,	15378	Rockfield, m.	75	–	75	V.T.
"	–	Do.	15379	Do. f.	–	75	75	V.T.
"	–	Do.	15384	Leyny,	30	30	60	V.C.
"	–	Drumcliffe,	15424	Seaview,	50	50	100	V.T.
"	–	Do.	15421	Ballyconnell, m	75	–	75	V.T.
"	–	Do.	15422	Do. f.	–	75	75	V.T.
"	20	Kilmashalgan,	14822	Dunbekin,	60	60	120	V.T.
"	–	Kilmactigue,	15049	Largan,	50	50	100	V.T.
"	–	Kilmore-Moy,	15257	Quignamagner,	50	50	100	V.T.
"	21	Achonry,	15343	Carniara,	50	50	100	V.T.
"	22	Kilfree,	15213	Clonanure, m.	75	–	75	V.T.
"	–	Do.	15214	Do. f.	–	75	75	V.T.
"	–	Kilmacallan,	15217	Ardkeerin, m.	75	–	75	V.T.
"	–	Do.	15218	Do. f.	–	75	75	V.T.
"	–	Cloonagbill,	15220	Carrowreagh,	50	50	100	V.T.
"	–	Toomour,	15342	Keash,	50	50	100	V.T.
"	–	Kilshalvey,	15431	Killaville, m.	150	–	150	V.T.
"	–	Do.	15432	Do. f.	–	150	150	V.T.

IX.—List of Fifteen Schools placed on the Suspended List during the Fifteen Months ended 31st December, 1900.

Schools suspended.

County.	Dist.	Roll No.	School.	Parish.	How vested.	Reason for placing School on Suspended List.
Clare,	45	4751	Lacken, m.	Kilmihil,	V.C.	Superseded by 13826.
"	–	4752	Do. f.	Do.	V.C.	" 13827.
Cork,	46	12445	Glenabulla, m.	Marshalstown,	V.T.	Average attendance insufficient.
"	55	3888	Castleview, m.	Macloneigh,	V.T.	Amalgamated with 9766.
Kerry,	57	7841	Kilgobnet, m.	Knockane,	V.T.	Schoolhouse out of repair.
"	–	7842	Do. f.	Do.	V.T.	" "
Tipperary,	46	15074	Shronell, f.	Shronell,	V.T.	Average attendance insufficient.
Dublin,	40A	3918	Ringsend, f.	St. Mary's,	V.C.	Superseded by 15253.
Louth,	25	847	Dundalk, m.	Dundalk,	V.T.	" 15258/9/60.
"	–	848	Do. f.	Do.	V.T.	
Queen's,	44	1727	Ballylinan, m.	Killabban,	V.T.	Amalgamated with 3834.
Leitrim,	31	12193	Lisduff (2), m.	Kiltyclogher,	V.T.	" 12194.
Mayo,	20	1077	Attymachugh,	Tuomore,	V.T.	Superseded by 15000·1.
Galway,	35	12910	Woodlawn, m.	Kilconnell,	V.T.	Amalgamated with 13216.
"	–	2175	Portumna, f.	Lickmollassy,	V.C.	No Teacher.

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Appendix. Section II., C. Suspended Schools re-opened.

X.—List of Suspended Schools (Vested) re-opened during Fifteen Months ended 31st December, 1900.

County.	Dist.	Parish.	Roll No.	School.	How vested.
Kerry, . . .	57	Knockane, . .	7841	Kilgobnet, . . m.	V.T.
Do. . . .	–	Do. . .	7842	Do. . . f.	V.T.

Schools on Suspended List.

XI.—List of One Hundred and Ninety-five Schools (Vested) on Suspended List on 31st December, 1900.

County.	District.	Parish.	Roll No.	School	How vested.
Antrim, . . .	3	Armoy, . . .	1200	Breen, . . m.	V.T.
Do., . . .	4	Culfeightrim, . .	1353	Ballyverdock, . m.	A.
Do., . . .	8	Tullyrusk, . .	5537	Dundrod, . . f.	V.C.
Do., . . .	–	Shankill, . . .	6633	Cavehill, . . f.	V.T.
Do., . . .	8A	Kilroot, . . .	7944	Bellahill, . . .	V.C.
Cavan, . . .	23	Annagh.cliff, . .	129	Curlurgan, . . m.	A.
Do., . . .	–	Killeshandra, . .	143	Coronary, . . m.	V.T.
Do., . . .	–	Do., . .	144	Do., . . f.	V.T.
Do., . . .	–	Urney, . . .	157	Coolboyogue, . m.	V.T.
Do., . . .	–	Do., . . .	158	Do., . . f.	V.T.
Do., . . .	–	Annagh, . . .	3370	Kilnaleck, . . f.	V.T.
Do., . . .	–	Killeshandra, . .	11206	Killeshandra, . f.	V.T.
Do., . . .	–	Drumlummon, .	153	St. Joseph's, . m.	V.T.
Do., . . .	–	Do., . . .	154	Do., . . f.	V.T.
Do., . . .	–	Ballymachugh, .	138	Carrick, . . m.	V.T.
Do., . . .	24	Lurgan, . . .	2180	Lattoon, . . f.	V.T.
Donegal, . .	1	Tullaghobegley, .	1164	Derrybeg, . . .	A.
Do., . . .	–	Conwal, . . .	1235	Letterkanny Monastery,	V.T.
Do., . . .	–	Do., . .	2336	Do. Convent, f.	V.T.
Do., . . .	2	Muff, . . .	2999	Tuie, . . . f.	V.C.
Do., . . .	–	Fahan, Lower, .	3884	Tullydish, . . f.	V.C.
Do., . . .	5	Kilbarron, . .	4421	Ballyshannon, . f.	V.C.
Down, . . .	17	Bright, . . .	4743	Bright, . . m.	V.C.
Do., .	–	Kilclief, . .	10878	Kilclief . . .	V.T.
Fermanagh, . .	13	Galloon, . . .	281	Drumbarry, . .	V.T.
Do., . . .	–	Magheraculmoney, .	288	Tulraguigay, . .	V.T.
Do., . . .	–	Aghavea, . . .	11522	Brookboro', . . m.	V.C.
Londonderry, . .	3	Killowen, . .	3987	Killowen-street, . m.	V.T.
Do., . . .	–	Aghadowey, . .	7672	Milltown, . . f.	V.C.
Do., . . .	7	Tamlaght O'Crilly, .	2486	Drumgarner, . f.	V.T.
Do., . . .	–	Upper Cumber, .	5496	Glenrandie, . . m.	V.C.
Do., . . .	–	Maghera, . .	2896	Lemnaroy, . . f.	A.
Do., . . .	–	Ardtrea, . . .	3893	Warwick Lodge, . .	V.T.
Monaghan, . .	18	Tydavnet, . .	1773	Knockatallen, . f.	V.T.
Do., . . .	–	Do., . . .	4653	Tullycrummin, . f	V.T.
Do., . . .	–	Ematris, . . .	10430	Corravacan, . f.	V.T.
Do., . . .	–	Drumsnatt, . .	10453	Drumsheeny, . f.	V.T.
Do., . . .	–	Magheross, . .	367	Carrickmacross, . f.	V.T.

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XI.—List of One Hundred and Ninety-five Schools (Vested) on the Suspended List on 31st December, 1900—*continued.*

Appendix. Section II., C. Schools on Suspended List.

County.	District.	Parish.	Roll No.	School.	How vested.
Tyrone,	2	Donagheady,	1260	Donagheady,	A.
Do.,	6	Badoney, Upper,	5678	Letterbrat, f.	V.C.
Do.,	14	Kilskeery,	3277	Keglish, f.	A.
Do.,	–	Cappagh,	390	Carrigans, Lower,	V.T.
Do.,	–	Errigle Keerogue,	415	Glencull, m.	V.T.
Do.,	–	Donagheady,	2456	Blackfort, f.	V.C.
Do.,	–	Cappagh,	3315	Reylagh,	A.
Do.,	15	Kildress,	419	Dunamore,	V.T.
Do.,	–	Pomeroy,	1142	Altmore, m.	V.C.
Do.,	–	Kildress,	1376	Strawmacklemartin,	V.T.
Do.,	–	Donaghendry,	10500	Stewartstown, inft.	V.C.
Do.,	–	Do.,	2436	Do., (1),	V.T.
Clare,	42	Dysart,	1264	Moyrhee, m.	A.
Do.,	–	Kilmoon,	3198	Caherbullog, m.	V.T.
Do.,	–	Do.,	3199	Do., f.	V.T.
Do.,	–	Inchicronan,	2383	Ballinruan, m.	V.T.
Do.,	–	Do.,	12930	Do., f.	V.T.
Do.,	45	Drumcliffe,	443	Newtowastackpoole, m.	V.T.
Do.,	–	Do.,	5314	Do., f.	V.T.
Do.,	–	Kilmihill,	4751	Lacken, m.	V.C.
Do.,	–	Do.,	4752	Do., f.	V.C.
Do.,	51	Clonlea,	4438	Kilkishen, m.	V.T.
Do.,	–	Do.,	4439	Do., f.	V.T.
Cork,	46	Marshalstown,	1324	Glenahulla, m.	V.T.
Do.,	48	Aghada,	12503	Ballymacandrio,	V.T.
Do.,	55	Kilmichael,	3509	Dromleigh, f.	V.T.
Do.,	–	Canovee,	3150	Canovee, m.	V.T.
Do.,	–	Do.,	9486	Do., f.	V.T.
Do.,	–	Drishane,	1690	Milletreet (1),	V.T.
Do.,	–	Nohovaldaly,	9244	Kingwilliamstown, m.	V.T.
Do.,	–	Do.,	9245	Do., f.	V.T.
Do.,	–	Drishane,	10368	Millstreet (2), m.	V.T.
Do.,	–	Macloneigh,	3383	Castleview, m.	V.T.
Do.,	56	Britway,	3994	Britway, f.	V.T.
Do.,	–	Doneraile,	4128	Skehanabeg, m.	V.T.
Do.,	–	Blarney,	1542	Blarney, f.	V.T.
Do.,	–	Kilsherrig,	13930	Kilpadder,	V.T.
Do.,	–	Doneraile,	1570	Ballyvonier, m.	V.T.
Do.,	–	Carrigleamileary,	12617	Clenor and Carig, m.	V.T.
Do.,	–	Monanimmy,	3887	Knockacolletha, m.	V.T.
Do.,	58	Inchigeela,	3997	Ballingeary, m.	V.T.
Do.,	59	Myross,	2112	Conscroneen, m.	A.
Do.,	–	Do.,	2113	Do., f.	A.
Do.,	–	Skibbereen,	5141	Skibbereen (4),	V.T.
Do.,	–	Ardfield,	10037	Ardfield, m.	V.T.
Do.,	–	Castlehaven,	5716	Castletownsend, m.	V.C.
Do.,	–	Do.,	5717	Do., f.	V.C.
Do.,	–	Kilmeen,	12607	Ballygurteen, m.	V.T.
Do.,	–	Tullagh,	1275	Sherkin Island,	V.T.
Do.,	–	Creagh,	3440	Skibbereen (2),	V.T.
Do.,	60	Kinsale,	1612	Kinsale Monastery,	V.T.
Kerry,	39	Killcarrah,	10958	Lixnaw, f.	V.T.
Do.,	–	Killatanny,	2121	Gortnaskehi, f.	V.T.
Do.,	54	Dingle,	1278	Dingle, m.	V.T.
Do.,	–	Killiney,	2191	Castlegregory, m.	V.T.
Do.,	–	Do.,	2192	Do., f.	V.T.
Do.,	–	Ballinahaglish,	9423	Spa, f.	V.T.
Do.,	–	Nohoval,	10167	Nohoval, m.	V.T.
Do.,	55	Kilcummin,	2995	Rathmore, f.	V.T.
Do.,	57	Killarney,	1602	Gortaguilane,	V.T.

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Appendix. Section II., C. Schools on Suspended List.

XI.—List of One Hundred and Ninety-five Schools (Vested) on the Suspended List on 31st December, 1900—*continued.*

County.	District.	Parish.	Roll No.	School.	How vested.
Kerry—*con.*,	57	Killinane,	2193	Filemore, m.	V.T.
Do.,	–	Do.,	2194	Do., f.	V.T.
Do.,	–	Templenoe,	5148	Geraghsallagh,	V.C.
Do.,	–	Kilcrohan,	8252	Sneem, f.	V.C.
Do.,	–	Do.,	10099	Letterfinish, f.	V.C.
Do.,	58	Kenmare,	2850	Kenmare, f.	A.
Limerick,	46	Kilteely,	1960	Kilteely, m.	V.T.
Do.,	–	Do.,	1987	Do., f.	V.T.
Do.,	43	Killea,	1402	Killea, m.	V.T.
Do.,	–	Do.,	1610	Do., f.	V.T.
Tipperary,	36	Cloughprior,	2076	Carney, m.	V.T.
Do.,	–	Borrisokane,	3694	Kyle Park, m.	V.C.
Do.,	46	Templeneiry,	10433	Ardnane, m.	V.T.
Do.,	–	Shronell,	15074	Shronell, f.	V.T.
Do.,	51	Kilvellane,	11742	Newport, i.	V.T.
Do.,	53	Reelickmurray and Athassel.	13706	Lagganstown, f.	V.T.
Do.,	–	Do.,	9450	Ballycarrow, f.	V.C.
Waterford,	48	Tallow,	3490	Kilcalf, m.	A.
Do.,	–	Do.,	4318	Ballyduff, f.	V.T.
Do.,	53	Mothell,	4137	Coolnahorna, f.	V.T.
Dublin,	40	Rathmichael,	8293	Ballycorns, m.	V.C.
Do.,	40A	St. Mary's,	3913	Ringsend, f.	V.C.
Kildare,	37	Cloncurry,	1497	Newtown, f.	V.T.
Do.,	–	Donaghcumfer,	5351	Abbey, f.	V.C.
Do.,	44	Dunmanogue,	2712	Levitstown,	V.T.
Kilkenny,	47	Grange,	790	Church Hill,	V.T.
Do.,	–	Powerstown,	1155	Skeavostheen, f.	V.T.
Do.,	–	St. John's,	3413	St. John's, i.	V.T.
Do.,	–	Do.,	10639	St. John's Preparatory m.	V.T.
Do.,	49	Lisluning,	3877	Mullinakill, f.	V.T.
Do.,	–	Dysertmoon,	1841	Do.,	V.T.
King's,	38	Drumcullen,	2414	Thomastown,	V.T.
Do.,	41	Kilbride,	829	Tullamore, m.	V.T.
Longford,	28	Columbkill,	2372	Cloneen,	V.T.
Do.,	–	Cashel,	1308	Curraghboy, m.	V.T.
Do.,	–	Do.,	1495	Do., f.	V.T.
Do.,	33	Tashinny,	2438	Tenelick, f.	V.T.
Do.,	–	Do.,	2215	Do., m.	V.T.
Louth,	25	Drumshallon,	1305	Kellystown, m.	A.
Do.,	–	Rathdrummin,	1593	Walshestown, m.	V.T.
Do.,	–	Termonfeckin,	2004	Cartown, f.	V.T.
Do.,	–	Ardee,	2095	Ardee Monastery, m. i.	V.T.
Do.,	–	Maplestown,	11963	Dowdstown,	V.T.
Do.,	–	Dundalk,	847	Dundalk, m.	V.T.
Do.,	–	Do.,	848	Do., f.	V.T.
Meath,	25	Kilsharvin,	1176	Mount Hanover, f.	V.T.
Do.,	–	Clonalvey,	2086	Clonalvey, m.	V.T.
Do.,	29	Boardsmill,	1827	Batterstown,	V.T.
Do.,	–	Cushinstown,	3147	Cushinstown, f.	V.T.
Do.,	–	Kildalkey,	3812	Carnisle, f.	V.T.
Do.,	–	Clonmacduff,	4009	Tullaghanstown,	V.T.
Do.,	–	Athboy,	862	Fraine, m.	V.T.
Do.,	–	Do.,	3291	Do., f.	V.T.
Do.,	28	Trim,	4309	Phillipstown,	V.T.

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Appendix.

Section II. C.

Schools on Suspended List.

XI.—List of One Hundred and Ninety-five Schools (Vested) on the Suspended List on 31st December, 1900—*continued.*

County.	District.	Parish.	Roll No.	School.		How vested.
Queen's,	44	Tullymoy,	1635	Luggacurren,	m.	V.C.
Do.,	–	Kilabban,	4779	Kilabban,	f.	V.C.
Do.,	–	Do.,	1727	Ballylinan,	m.	V.T.
Westmeath,	33	Ballyloughloe,	930	Mount Temple,	m.	V.T.
Do.,	–	Do.,	1208	Do.,	f.	V.T.
Do.,	–	Ballymorin,	1313	Newbristy,	m.	V.T.
Do.,	29	Castletown Delvin,	2262	Crowenstown,	m.	V.T.
Do.,	41	Rahugh,	12906	Rahugh,	f.	V.T.
Wexford,	49	Hook,	11995	Loftus Hall,	f.	V.T.
Do.,	50	Ballyhoge,	1491	Galbally,	f.	V.T.
Do.,	–	Rossdroit,	5037	Courtmacuddy,	m.	V.C.
Do.,	–	Carrick,	10730	Barntown,	f.	V.T.
Do.,	–	Marshalstown,	12740	Marshalstown,	m.	V.T.
Wicklow,	40	Rathdrum,	5950	Rathdrum,	f.	V.C.
Galway,	35	Kilconnell,	12910	Woodlawn,	m.	V.T.
Do.,	–	Lickmollassy,	2175	Portumna,	f.	V.C.
Do.,	26	Ballinakill,	1319	Tully,	.	V.T.
Do.,	34	Kilcummin,	4787	Oughterard,	f.	V.C.
Do.,	32	Killererin,	2173	Barnaderg,	m.	V.T.
Do.,	–	Do.,	3389	Do.,	f.	V.T.
Do.,	–	Moyrus,	9566	Murvey,	f.	V.C.
Do.,	–	Oranmore,	8799	Menlough,	m.	V.T.
Do.,	34A	Do.,	4507	Oranmore,	.	V.C.
Do.,	35	Lickerig,	1009	Lickerig,	f.	V.T.
Do.,	–	Loughrea,	1011	Loughrea,	f.	V.T.
Do.,	42	Kilbeacanty,	1325	Killafeen,	m.	V.T.
Do.,	–	Do.,	1520	Do.,	f.	V.T.
Do.,	–	Kilmacduagh,	4791	Gort,	f.	V.C.
Do.,	–	Kinvarra Doorus,	3057	Kinvarra,	f.	V.T.
Leitrim,	31	Kiltyclogher,	12193	Lisduff (2),	m.	V.T.
Mayo,	20	Crossmolina,	4010	Richmond,	m.	V.T.
Do.,	–	Do.,	4011	Do.,	f.	V.T.
Do.,	–	Toomore,	12035	Foxford,	f.	V.T.
Do.,	–	Tuomore,	1077	Attymachugh,	.	V.T.
Do.,	21	Kilconduff,	2031	Swinelord,	i.	V.T.
Do.,	–	Do.,	2030	Do.	m.	V.T.
Do.,	26	Killedan,	1613	Newtownbrowne,	.	A.
Do.,	–	Aughaval,	2823	Murrisk,	m.	A.
Do.,	–	Burrishoole,	4631	Newport Pratt,	f.	V.T.
Roscommon,	35	St. Peter's,	4196	Deerpark,	f.	V.T.
Do.,	–	Carn,	1083	Carrick,	.	V.T.
Do.,	22	Killukin,	2494	Cortober,	f.	V.T.
Sligo,	20	Kilmacteigue,	4489	Castlerock,	.	V.T.

XII.—One Model School Department placed on List of Model School Departments closed during Fifteen Months ended 31st December, 1900.

County.	District.	Roll No.	School.	Parish.	How vested.	Reason for placing School on List.
Kilkenny,	47	6982	Kilkenny Model. f	St. Patrick's,	V.C.	Average attendance insufficient.

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Appendix.

Section II., C.

Model School Departments closed.

XIII.—List of Twenty Vested Model School Departments* closed.

County.	District	Roll No	School.	Parish.	How vested.
Cavan,	24	8514	Bailieboro' Model, i.	Bailieborough,	V.C.
Tipperary,	53	5635	Clonmel „ i.	Clonmel,	V.C.
Waterford,	49	6976	Waterford „ i.	St. John's,	V.C.
Dublin,	40A	4993	Glasnevin „ f.	Glasnevin,	V.C.
Do.,	–	8653	Central „ (2)m.	St Thomas',	V.C.
Do.,	–	8654	Do. „ (3) „	Do.,	V.C.
Do.,	–	8655	Do. „ (4) „	Do.,	V.C.
Do.,	–	8656	Do. „ (5) „	Do.,	V.C.
Do.,	–	8657	Do. „ (2) f	Do.,	V.C.
Do.,	–	8658	Do. „ (3) „	Do,	V.C.
Do.,	–	8659	Do. „ (4) „	Do.,	V.C.
Kildare,	44	6210	Athy „ f.	St. Michael's,	V.C.
Do.,	–	6615	Do., „ i.	Do.,	V.C.
Kilkenny,	47	6983	Kilkenny „ i.	St. Patrick's,	V.C.
Do.,	–	6982	Do, „ f.	Do,	V.C.
King's,	36	7951	Parsonstown „ i.	Birr,	V.C.
Meath,	29	5631	Trim „ f.	Trim,	V.C.
Do.,	–	5632	Do. „ i.	Do.,	V.C.
Wexford,	50	7786	Enniscorthy „ i.	St. Mary's (Enniscorthy),	V.C.
Galway,	34A	6214	Galway „ i.	Rahoon,	V.C.

* The Roll number of the Infant Department of Dunmanway Model School was cancelled.

Summary.

XIV.—General Summary of Operation, Building, and Suspended Schools in connexion on 31st December, 1900.

County.	Operation Schools.	Building Schools.	Suspended Schools.*	Total.	County.	Operation Schools.	Building Schools.	Suspended Schools.*	Total.
Antrim,	701	16	5	722	Kildare,	104	3	5	112
Armagh,	279	8	–	287	Kilkenny,	185	6	8	199
Cavan,	289	6	12	307	King's,	122	4	3	129
Donegal,	434	18	6	458	Longford,	114	4	5	123
Down,	499	10	2	511	Louth,	107	3	7	117
Fermanagh,	104	1	3	188	Meath,	178	2	11	191
Londonderry,	304	5	6	315	Queen's,	121	4	3	128
Monaghan,	189	6	5	200	Westmeath,	140	3	5	148
Tyrone,	370	12	12	394	Wexford,	177	8	6	191
Clare,	264	13	11	288	Wicklow,	137	2	1	140
Cork,	750	15	28	793	Galway,	428	19	16	463
Kerry,	364	7	15	386	Leitrim,	207	13	1	221
Limerick,	266	3	4	273	Mayo,	423	14	9	446
Tipperary,	326	9	8	343	Roscommon,	256	14	3	273
Waterford,	145	2	4	151	Sligo,	211	20	1	232
Carlow,	83	1	–	84					
Dublin,	327	2	10	339	Total,	8,684	253	215	9,152

* Including amalgamated Model School Departments.

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Appendix.
Section II., D.
Convent Schools.

APPENDIX D.—Attendance, &c., at Schools of Special Character.

I.—Convent and Monastery Schools.

(*a.*) Convent Schools paid by Capitation; (*b.*) Convent Schools paid by Classification; (*c.*) Monastery Schools paid by Capitation; (*d.*) Monastery Schools paid by Classification; (*e.*) Summary according to Religious Orders; and (*f.*) General Summary.

(*a.*)—Two Hundred and Eighty-four Convent National Schools paid by Capitation.

Province and County.	District.	Roll No.	School.	Religious Order of Community.	No. of Pupils on Rolls on last day of Year.	Average Daily Attendance
ULSTER.						
Co. Antrim,	8	4224	Lisburn, . . f.	Sacred Heart, . .	211	146
" .	–	7059	Crumlin-road, . f.	Sisters of Mercy, .	315	232
" .	–	10566	St. Catherine's, . f.	Dominican, . .	498	326
" .	–	13843	Star of the Sea, . f.	Sisters of Mercy, .	342	221
"	–	14138	St. Joseph's, Crumlin-road, . . . f.	do., . .	129	56
" .	9	8056	St. Malachy's, . f.	do., . .	413	301
			6 Schools.	Total, . .	1,908	1,282
Co. Armagh, .	11	9719	Edward-street, . inft.	Sisters of Mercy, .	487	392
" .	-	15183	Church-place, . f.	do., . . .	132	97
" .	16	8220	Mt. St. Catherine, .	Sacred Heart, . .	297	186
" .	–	10856	Keady, . . . f.	Poor Clares, . .	196	153
" .	19	7508	Canal-street, . . f.	Sisters of Mercy, .	454	361
" .	–	13868	Maghernahely, . f.	do., . . .	225	137
			6 Schools.	Total, . .	1,791	1,266
Co. Cavan, .	23	8490	Cavan, . . . f.	Poor Clares, . .	303	200
" .	–	10176	Ballyjamesduff, . f.	do., . .	138	116
" .	–	11789	Belturbet, . . f.	Sisters of Mercy, . .	202	140
" .	24	12093	Cootehill, . . i.	do., . . .	85	54
			4 Schools.	Total, . .	778	510
Co. Donegal, .	1	15016	Letterkenny, . f.	Loreto, . . .	114	73
" .	–	10165	Glenties, . . f.	Sisters of Mercy, . .	82	49
" .	2	2055	Glentogher, sen., m. & f.	do., . . .	93	40
" .	–	9278	Moville, . . f.	do., . . .	183	143
" .	–	10689	St. Patrick's, . f.	do., . . .	144	84
" .	5	7593	Ballyshannon (2), f.	do., . . .	137	86
			6 Schools.	Total, . .	753	475

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Appendix.
Section II., D.
Convent Schools.

(*a.*)—Two Hundred and Eighty-four Convent National Schools paid by Capitation—*continued.*

Province and County.	District.	Roll No.	School.	Religious Order of Community.	No. of Pupils on Rolls on last day of Year.	Average Daily Attendance
ULSTER—*con.*						
Co. Down,	17	10253	Mt. St. Patrick, f.	Sisters of Mercy,	324	237
"	19	243	St. Clare's, f.	Poor Clares,	571	443
"	–	9725	Rostrevor, f.	Sisters of Mercy,	93	58
"	–	13732	Warrenpoint, f.	do.,	120	80
			4 Schools.	Total,	1,108	818
Co. L'Derry,	2	6168	St. Eugene's Cathedral, f.	Sisters of Mercy,	649	489
"	–	13212	St. Patrick's (2), f.	do.,	374	259
"	–	14590	St. Columb's, f. i.	do.,	150	106
"	–	14599	do., m. i.	do.,	197	156
"	–	14915	Nazareth House, f.	Sisters of Nazareth,	174	157
"	7	14007	St. Mary's, Magherafelt, f.	Immaculate Conception,	54	41
"	–	15066	do., i.	do.,	84	59
			7 Schools.	Total,	1,682	1,267
Co. Tyrone,	6	10110	Strabane, f.	Sisters of Mercy,	450	320
"	14	14272	Omagh, f.	Loreto,	254	166
"	15	13814	Cookstown, f.	Sisters of Mercy,	210	156
"	–	14458	St. Patrick's, f.	do.,	325	220
			4 Schools.	Total,	1,239	862
MUNSTER.						
Co. Clare,	42	10644	Ennistymon, f.	Sisters of Mercy,	284	200
"	–	12962	Tulla, f.	do.,	200	146
"	–	15162	Killaloe, f.	do.,	144	92
"	45	7315	Ennis, f.	do.,	485	311
"	–	11800	Kilkee, f.	do.,	238	167
"	–	13374	Kilrush, f.	do.,	494	321
			6 Schools.	Total,	1,845	1,237
Co. Cork,	48	512	Midleton, f.	Presentation,	554	380
"	–	3828	Youghal, f.	do.,	492	342
"	–	6376	Queenstown, f.	Sisters of Mercy,	704	457
"	–	7419	St. Mary's (Carrigtwohill) f.	Poor Servants of the Mother of God and the Poor.	159	115
"	–	13450	Rushbrook, f.	Sisters of Mercy,	101	77
"	52	1541	Charleville, f.	do.,	134	95
"	–	13031	St. Joseph's, i.	do.,	200	147
"	55	2278	Millstreet, f.	Presentation,	315	224
"	–	10047	Macroom, f.	Sisters of Mercy,	450	331
"	–	10232	Kanturk, f.	do.,	217	148
"	56	2258	Fermoy, f.	Presentation,	489	357
"	–	4268	Doneraile, f.	do.,	162	127
"	–	4630	Mallow, f.	Sisters of Mercy,	431	299
"	–	11855	Buttevant, f.	do.,	158	103
"	–	12791	Mitchelstown, f.	Presentation,	369	233
"	58	9161	Bantry, f.	Sisters of Mercy,	334	237
"	–	13372	St. Patrick's, m. i.	do.,	160	119

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(*a.*)—Two Hundred and Eighty-four Convent National Schools paid by Capitation—*continued.*

Province and County.	District.	Roll No.	School.	Religious Order of Community.	No. of Pupils on Rolls on last day of Year.	Average Daily Attendance
MUNSTER—*con.*						
Co. Cork—*con.*	59	7651	Clonakilty, . . f.	Sisters of Mercy, . .	319	223
" .	–	8430	Skibbereen, . . f.	do., . . .	392	245
" .	–	13661	St. Mary's, . . f.	Sisters of Charity, .	223	167
" .	–	13662	Do., . . i.	do., . . .	180	123
" .	–	14813	Roscarbery, . f.	Sisters of Mercy, . .	272	195
" .	60	4572	Kinsale, . . f.	do., . . .	576	395
" .	–	5257	Bandon, . . f.	Presentation, . .	442	298
" .	–	5940	Blackrock, . . f.	Ursuline, . . .	115	79
" .	–	6153	St. Finbar's, . . f.	do., . . .	1,104	702
" .	–	12218	Clarence-street, . i.	do., . . .	553	376
" .	–	13696	St. Vincent's, . f.	Sisters of Charity, .	1,215	785
" .	–	14000	St. Joseph's, . . f.	Sisters of Mercy, . .	1,239	779
" .	–	14105	Clarence-street, . f.	Presentation, . .	646	416
" .	–	14594	St. Finbar's, . m.i.	do., . . .	175	144
" .	60A	14299	St. Mary's, Passage West, f.	Sisters of Mercy, . .	327	251
			32 Schools.	Total, . .	13,207	8,949
Co. Kerry, .	39	4062	Listowel, . . f.	Presentation, . .	507	339
" .	–	11849	Lixnaw, . . f.	do., . . .	174	114
" .	–	15335	Do. . . inf.	do. . . .	68	43
" .	–	13233	Ballybunion, . . f.	Sisters of Mercy, . .	138	94
" .	54	1859	Milltown, . . f.	Presentation, . .	142	89
" .	–	13530	Moyderwell, . . f.	Sisters of Mercy, . .	566	401
" .	–	13615	Tralee (2), . . f.	do., . . .	232	187
" .	–	14952	Castleisland, . . f.	Presentation, . .	457	339
" .	57	10050	St. Gertrude's, . f.	Loreto, . . .	71	41
			9 Schools.	Total, . .	2,405	1,647
Co. Limerick, .	39	7439	Abbeyfeale, . . f.	Sisters of Mercy, . .	248	169
" .	46	15127	Cappamore, . . f.	do., . . .	195	134
" .	–	13898	Hospital, . . f.	Presentation, . .	355	264
" .	–	14625	Doon, . . . f.	Sisters of Mercy, . .	222	147
" .	51	570	SS. Mary and Munchin's, f.	do., . . .	772	570
" .	–	5143	Pery-square, . . f.	do., . . .	197	147
" .	–	5547	Sexton-street, . . f.	Presentation, . .	585	374
" .	–	6936	St. John's-square, . f.	Sisters of Mercy, . .	711	497
" .	–	9296	Adare, . . f.	do., . . .	107	88
" .	–	10684	Mt. St. Vincent, . f.	do., . . .	185	142
" .	–	11197	Bruff, . . . f.	Faithful Companions of Jesus, . . .	230	163
" .	–	12718	St. Vincent de Paul, i.	Sisters of Mercy, .	388	270
" .	–	13480	St. Mary's, . m. i.	do., . . .	239	171
" .	–	14199	St. John's-square, m. i.	do., . . .	230	162
" .	–	14596	Sexton-street, . f. i.	Presentation, . .	407	233
" .	52	6032	St. Catherine's, . f.	Sisters of Mercy, . .	236	170
" .	–	6569	St. Anne's, . . f.	do., . . .	230	179
" .	–	12975	St. Joseph's, . . i.	do., . . .	206	152
" .	–	14555	Do., . . f.	do., . . .	156	112
			19 Schools.	Total, . .	5,399	4,144

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Appendix.

Section II, D

Convent Schools.

(*a.*)—Two Hundred and Eighty-four Convent National Schools paid by Capitation—*continued.*

Province and County.	District.	Roll No.	School.		Religious Order of Community.	No. of Pupils on Rolls on last day of Year.	Average Daily Attendance.
MUNSTER—*con.*							
Co. Tipperary,	36	2133	Airhill,	f.	Sacred Heart,	239	197
"	–	7392	Nenagh,	f.	Sisters of Mercy,	528	369
"	–	13371	Borrisokane,	f.	do.,	180	138
"	43	3486	Borrisoleigh,	f.	do.,	111	81
"	–	4068	Thurles,	f.	Presentation,	584	388
"	–	9407	Templemore,	f.	Sisters of Mercy,	199	140
"	–	10679	Ballingarry,	f.	Presentation,	183	111
"	–	12751	Tonagha,	f.	Sisters of Mercy,	88	48
"	46	9432	Tipperary,	f.	do.,	456	291
"	53	581	Cashel,	f.	Presentation,	331	210
"	–	4133	Clogheen,	f.	Sisters of Mercy,	88	52
"	–	7232	Drangan,	f.	do.,	128	82
"	–	8903	Fethard,	f.	Presentation,	223	146
"	–	10120	Cahir,	f.	Sisters of Mercy,	310	212
"	–	10437	Ballyporeen,	f.	do.,	159	110
"	–	11872	Carrick-on-Suir,	f.	Presentation,	584	446
"	–	12349	Morton-street,	f.	Sisters of Charity,	824	431
"	–	13107	St Joseph's (Carrick-on-Suir),	f.	Sisters of Mercy,	214	171
"	–	13186	Clogheen,	i.	do.,	93	60
"	–	13404	New Inn,	f.	do.,	119	76
			20 Schools.		Total,	5,441	3,759
Co. Waterford,	48	3228	Cappoquin,	f.	Sisters of Mercy,	99	74
"	–	5095	Ardmore,	f.	do.,	85	57
"	–	12911	Lismore,	f.	Presentation,	207	162
"	–	14627	Cappoquin,	i.	Sisters of Mercy,	121	96
"	49	11556	Kilmacthomas,	f.	do.,	97	61
"	–	11944	Waterford,	f.	Presentation,	442	299
"	–	12007	Ferrybank,	f.	Sacred Heart,	189	130
"	–	12087	Dungarvan (2),	f.	Presentation,	292	201
"	–	12334	Star of the Sea,	f.	Sisters of Charity,	193	149
"	–	12403	St. Joseph's,	f.	do.,	814	569
"	–	12522	Portlaw,	f.	Sisters of Mercy,	264	168
"	–	12535	St. John's (2),	f.	Ursuline,	340	244
"	–	12578	Dunmore, East,	f.	Sisters of Mercy,	126	93
"	–	13020	Stradbally,	f.	do.,	150	84
"	–	14938	St. Otteran's,	f.	do.,	396	246
"	–	15079	St. Alphonsus,	f.	St. John of God,	126	92
"	53	12180	Clonmel,	f.	Presentation,	831	198
			17 Schools.		Total,	4,272	2,923
LEINSTER.							
Co. Carlow,	44	656	Carlow,	f.	Presentation,	469	327
"	–	10010	Do.,	i.	Sisters of Mercy,	197	144
"	–	13507	Tullow,	f.	Brigidine,	291	185
"	47	1926	Bagnalstown,	f.	Presentation,	457	268
			4 Schools.		Total,	1,414	924
Co. Dublin,	30	1149	King's Inns-st.,	f.	Sisters of Charity,	1,329	924
"	–	5933	George's-hill,	f.	Presentation,	613	421
"	–	9932	Stanhope-street,	f.	Sisters of Charity,	732	531
"	–	11883	Baldoyle,	f.	do.,	172	121
"	–	12408	Cabra,	f.	Dominican,	136	102
"	–	12448	Gardiner-street,	f.	Sisters of Charity,	1,397	1,013
"	–	13887	Mount Sackville,	f.	St. Joseph's,	99	74
"	–	14515	East Wall,	f.	Sisters of Charity,	372	216

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(a.)—Two Hundred and Eight-four Convent National Schools paid by Capitation—*continued.*

Province and County.	District.	Roll No.	School.	Religious Order of Community.	No. of Pupils on Rolls on last day of Year.	Average Daily Attendance
LEINSTER—*con*						
Co. Dublin—*con.*	30	15056	St. Vincent's, . f.	Sisters of Charity, .	831	579
" .	–	15321	Do. junior f.	do., . .	640	454
" .	30A	743	St. James's (I), . f.	St. Joseph's, . .	956	537
" .	–	2018	Baggot-street, . f.	Sisters of Mercy, . .	1,444	924
" .	–	13447	Lucan, . . f.	Presentation, . .	233	154
" .	37	7032	Leeson-lane, . f.	Loreto, . .	653	430
" .	–	7546	Goldon Bridge, . f.	Sisters of Mercy, . .	565	329
" .	–	7883	Clondalkin, . . f.	Presentation. . .	245	161
" .	–	11064	Weaver's-square, . f.	Sisters of Mercy, . .	1,157	732
" .	–	12471	Our Lady's Mount, f.	Sisters of Charity, .	452	306
" .	–	13611	Warrenmount, . f.	Presentation, . .	831	566
" .	40	1985	Booterstown, . f.	Sisters of Mercy, . .	240	158
" .	–	5600	Kingstown, . . f.	Dominican, . .	1,009	735
" .	–	11832	Mount Anville, . f.	Sacred Heart, . .	116	83
" .	–	11894	Sandymount, . f.	Sisters of Charity, .	357	249
" .	–	12509	St. Anne's, . . f.	do., . .	184	120
" .	–	14586	Blackrock, . . f.	Sisters of Mercy, . .	506	360
" .	40A	729	Loreto, . . f.	Loreto, . . .	127	87
" .	–	7182	Dalkey, . . f.	do., . . .	244	180
" .	–	7608	Glasthule, . . f.	Sisters of Mercy, . .	281	216
" .	–	11569	Townsend-street, . f.	do., . . .	926	535
" .	–	13612	St. Joseph's, Terenuro, f.	Presentation, . .	402	257
			30 Schools.	Total, . .	17,254	11,554
Co. Kildare, .	37	779	Maynooth, . . f.	Presentation, . .	239	157
" .	–	1151	Clane, . . . f.	do., . . .	101	61
" .	–	3246	Naas, . . . f.	Sisters of Mercy, . .	321	193
" .	–	11976	Kilcock, . . f.	Presentation, . .	187	137
" .	41	782	Monasterevan, . f.	Sisters of Mercy, .	150	109
" .	–	13782	Do. . . i.	do. . .	62	43
" .	44	771	Kildare, . . f.	Presentation, . .	307	217
" .	–	2106	Newbridge, . . i.	Immaculate Conception,	176	146
" .	–	11745	Great Connell, . f.	do., . .	156	91
" .	–	11806	Kilcullen, . . f.	Sacred Heart, .	159	103
" .	–	13373	St. Michael's (Athy), f.	Sisters of Mercy, . .	480	276
			11 Schools.	Total, . .	2,346	1,533
Co. Kilkenny, .	47	2181	Thomastown, . f.	Sisters of Mercy, .	110	89
" .	–	9134	Goresbridge, . f.	Brigidine, . . .	142	104
" .	–	10478	St. Patrick's, . f.	St. John of God, .	320	208
" .	–	10835	Castlecomer, . f.	Presentation, . .	283	115
" .	–	11175	Thomastown, . i.	Sisters of Mercy, . .	135	97
" .	–	13675	Callan Lodge, . f.	do., . .	304	187
" .	–	13885	Kilkenny, . . f.	Presentation, . .	668	451
" .	49	5437	Mooncoin, . . f.	do., . .	143	105
			8 Schools.	Total, . .	2,105	1,426
King's Co., .	36	3220	Birr, . . . f.	Sisters of Mercy, . .	312	207
" .	–	5913	Frankford, . . f.	do., . . .	203	135
" .	–	13503	St. Rynagh's (Banagher) f.	Sacred Heart, . .	142	95
" .	41	823	Killina, . . f.	Presentation, . .	166	101
" .	–	2080	Tullamore, . . f.	Sisters of Mercy, .	575	370
" .	–	7471	Portarlington, . f.	Presentation, . .	287	195
" .	–	13118	Clara, . . . f.	Sisters of Mercy, . .	299	171
			7 Schools.	Total, .	1,984	1,274

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Appendix.
Section II., D.
Convent Schools.

(*a.*)—Two Hundred and Eighty-four Convent National Schools paid by Capitation—*continued.*

Province and County.	District.	Roll No.	School.	Religious Order of Community.	No. of Pupils on Rolls on last day of Year.	Average Daily Attendance.
LEINSTER—*con.*						
Co. Longford,	28	12942	St. Joseph's, f.	Sisters of Mercy,	437	336
"	–	13846	Granard, f.	do.,	168	106
"	33	3865	Ballymahon, f.	do.,	162	104
			3 Schools.	Total,	767	546
Co. Louth,	25	851	Drogheda, f.	Presentation,	565	399
"	–	5387	Dundalk (2), f.	Sisters of Mercy,	805	607
	–	8445	Ardee (2), f.	do.,	191	111
"	–	10475	St. Vincent's, junr. boys',	Sisters of Charity,	255	213
"	–	14651	Castletown Road, f.	Sisters of Mercy,	281	195
			5 Schools.	Total,	2,097	1,525
Co. Meath,	25	8052	St. Mary's, f.	Sisters of Mercy,	325	233
"	29	883	Navan (1), f.	Loreto,	297	195
"	–	7472	Do. (2), f.	Sisters of Mercy,	553	345
"	–	10913	Trim, f.	do.,	266	151
"	–	12068	Kells, f.	do.,	482	322
			5 Schools.	Total,	1,924	1,246
Queen's Co.,	41	1556	Ballyroan, f.	Brigidine,	94	61
"	–	7183	Mountmellick, f.	Presentation,	271	209
"	–	7442	Borris-in-Ossory, f.	Sisters of Mercy,	132	102
"	–	13343	Coote-street, f.	Brigidine,	151	106
"	–	13386	Maryborough, f.	Presentation,	452	284
"	–	13613	Abbeyleix, f.	Brigidine,	241	155
"	44	13937	Stradbally, f.	Presentation,	211	138
			7 Schools.	Total,	1,552	1,055
Co. Westmeath,	33	934	Mullingor, f.	Presentation,	498	323
"	–	8682	Moate, f.	Sisters of Mercy,	248	151
"	–	14603	Rochford Bridge, f.	do.,	122	78
"	35	7722	St. Peter's, f.	do.,	367	233
"	–	13417	St. Mary's, f.	Sacred Heart,	273	153
"	41	14491	Kilbeggan, f.	Sisters of Mercy,	249	161
			6 Schools.	Total,	1,757	1,099
Co. Wexford,	49	967	New Ross (1), f.	Carmelite,	404	277
"	–	10622	Ramsgrange, f.	St. Louis,	64	43
"	–	14644	St. Joseph's, f.	Sisters of Mercy,	360	235
"	–	14755	Ballyhack, f.	St. Louis,	81	52
"	50	969	Wexford, f.	Presentation,	702	474
"	–	3531	Newtownbarry, f.	Faithful Companions of Jesus.	107	80
"	–	3824	Gorey, f.	Loreto,	201	144

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Appendix.

Section II., D.

Convent Schools.

(*a.*)—Two Hundred and Eighty-four Convent National Schools paid by Capitation—*continued.*

Province and County.	District.	Roll No.	School.	Religious Order of Community.	No. of Pupils on Rolls on last day of Year.	Average Daily Attendance
LEINSTER—*con.*						
Co. Wexford—*con.*	50	6058	Presentation Convent, Enniscorthy, . . f.	Presentation, . .	477	267
" .	–	6624	Kilturk, . . f.	St. John of God, .	115	80
" .	–	8221	Templeshannon, . f.	Sisters of Mercy, .	308	188
" .	–	11361	Faythe, . . f.	St. John of God, .	407	301
" .	–	11986	Summerhill, . . f.	Sisters of Mercy, .	153	101
" .	–	12966	St. Mary's, George's-st.,	do., . .	442	336
			13 Schools.	Total, . .	3,821	2,578
Co. Wicklow, .	40	7246	Little Bray, . . f.	Sisters of Mercy, . .	265	168
" .	–	10162	St. Michael's, . f.	do., . . .	107	78
" .	–	10418	Wicklow, . . f.	Dominican, . .	261	187
" .	–	13932	Arklow, . . f.	Sisters of Mercy, . .	392	290
" .	–	14994	St. Patrick's (Bray), f.	Loreto, . . .	307	207
" .	44	14653	Baltinglass, . . f.	Presentation, . .	188	144
			6 Schools.	Total, . .	1,520	1,074
CONNAUGHT.						
Co. Galway, .	32	12234	Tuam (1), . . f.	Presentation, . .	274	166
" .	–	12250	Do. (2), . . f.	Sisters of Mercy, . .	392	229
" .	34	1013	Rahoon, . . f.	Presentation, . .	417	294
" .	–	4515	Newtownsmith, . f.	Sisters of Mercy, . .	525	363
" .	–	12243	Carna, . . f.	do., . . .	77	34
" .	–	13190	Clifden, . . f.	do., . . .	154	102
" .	–	13439	Oughterard, . . f.	do., . . .	256	183
" .	34A	12181	Clarenbridge, . f.	Sisters of Charity, .	92	53
" .	–	13365	Oranmore, . . f.	Presentation, . .	153	82
" .	35	6632	St. Vincent's, . f.	Sisters of Mercy, . .	349	243
" .	–	6839	Ballinasloe, . f.	do., . . .	500	326
" .	–	14159	St. Joseph's, . . f.	do., . . .	197	141
" .	42	11787	Kinvara, . . f.	do., . . .	157	84
" .	–	13200	Gort, . . . f.	do., . . .	311	215
			14 Schools.	Total, . .	3,854	2,515
Co. Leitrim, .	28	13770	Mohill, . . f.	Sisters of Mercy, . .	195	128
" .	31	2821	Ballinamore, . . i.	do., . . .	94	63
" .	–	12940	Car.-on-Shannon, . f.	Marist, . . .	234	178
" .	–	13614	Ballinamore, . . f.	Sisters of Mercy, . .	74	39
			4 Schools.	Total, . .	597	408
Co. Mayo, .	20	14176	St. John's (Foxford), f.	Sisters of Charity, .	83	56
" .	–	14345	Do., . i.	do., . . .	124	91
" .	21	7713	Swineford, . . f.	Sisters of Mercy, . .	262	152
" .	–	15028	St. Aiden's (Kiltimagh), i.	St. Louis, . . .	166	93
" .	26	12255	St. Patrick's, . f.	Sisters of Mercy, . .	435	294
" .	–	13517	St. Joseph's, . . f.	do., . . .	177	129
" .	–	14410	St. Angela's, . f.	do., . . .	389	218
" .	32	12239	Mt. St. Michael's, f.	do., . . .	301	196
" .	–	13502	Ballinrobe, . . f.	do., . . .	330	180
" .	–	11439	Ballyhaunis, . f.	do., . . .	323	213
			10 Schools.	Total, . .	2,590	1,622

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Appendix.

Section II., D.

Convent Schools.

(*a.*)—Two Hundred and Eighty-four Convent National Schools paid by Capitation—*continued.*

Province and County.	District.	Roll No.	School.	Religious Order of Community.	No. of Pupils on Rolls on last day of Year.	Average Daily Attendance.
CONNAUGHT—*con.*						
Co. Roscommon,	21	13302	St. Francis Xavier's, f.	Sisters of Charity,	254	151
"	22	10520	Abbeytown, f.	Sisters of Mercy,	335	198
"	27	6908	Strokestown, f.	do.,	231	164
"	–	7238	Roscommon, f.	do.,	458	349
"	–	10088	Abbeycartron, f.	do.,	219	122
"	–	13198	St. Anne's, f.	do.,	318	250
"	35	12754	St. Joseph's, Summerhill, f.	do.,	144	86
			7 Schools.	Total,	1,959	1,314
Co. Sligo,	12	13240	St. Patrick's, f.	Sisters of Mercy,	488	393
"	–	14346	Do., m.i.	do.,	201	141
"	–	14456	St. Vincent's, f.	Ursuline,	168	119
"	21	11887	Banada, f.	Sisters of Charity,	114	61
			4 Schools.	Total,	971	714

Summary of Convent Schools paid by Capitation.

No. of Schools.	County.	No. of Pupils on Rolls on 31st Dec., 1900.	Average Daily Attendance.	No. of Schools.	County.	No. of Pupils on Rolls on 31st Dec., 1900.	Average Daily Attendance.
6	Antrim,	1,908	1,282	3	Longford,	767	546
6	Armagh,	1,791	1,266	5	Louth,	2,097	1,525
4	Cavan,	778	510	5	Meath,	1,924	1,246
6	Donegal,	753	475	7	Queen's,	1,563	1,055
4	Down,	1,108	818	6	Westmeath,	1,757	1,099
–	Fermanagh,	–	–	13	Wexford,	3,821	2,578
7	Londonderry,	1,682	1,267	6	Wicklow,	1,520	1,074
–	Monaghan,	–	–	105	Total for Leinster,	38,551	25,834
4	Tyrone,	1,239	862				
37	Total for Ulster,	9,259	6,480				
				14	Galway,	3,854	2,515
				4	Leitrim,	597	408
6	Clare,	1,845	1,237	10	Mayo,	2,590	1,622
32	Cork,	13,207	8,949	7	Roscommon,	1,959	1,314
9	Kerry,	2,405	1,647	4	Sligo,	971	714
19	Limerick,	5,899	4,144				
20	Tipperary,	5,441	3,759	39	Total for Connaught,	9,971	6,573
17	Waterford,	4,272	2,923				
103	Total for Munster,	33,069	22,659				
				37	Schools in Ulster,	9,259	6,480
				103	" Munster,	33,069	22,659
				105	" Leinster,	38,551	25,834
4	Carlow,	1,414	924	39	" Connaught,	9,971	6,573
30	Dublin,	17,254	11,554				
11	Kildare,	2,346	1,533	284	Gross Total of Convent Capitation Cases.	90,850	61,546
8	Kilkenny,	2,105	1,426				
7	King's,	1,984	1,274				

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Appendix.

Section II., D.

Convent Schools.

(*b.*)—TWENTY-NINE CONVENT NATIONAL SCHOOLS PAID BY CLASSIFICATION.

Province and County.	District.	Roll No.	School.		Religious Order of Community.	No. of Pupils on Rolls on 31st Dec., 1900.	Average Daily Attendance.
ULSTER.							
Co. Armagh,	11	12441	Portadown,	f.	Presentation,	220	148
"	18	11752	Middletown (2),	f.	St. Louis,	69	59
"	–	15372	Do.,	i.	do.,	61	55
			3 Schools.		Total,	350	262
Co. Donegal,	5	14531	Bundoran,	f.	St. Louis,	123	85
			1 School.		Total,	123	85
Co. Fermanagh,	13	13401	Enniskillen,	f.	Sisters of Mercy,	320	199
			1 School.		Total,	320	199
Co. Monaghan,	18	359	Monaghan,	f.	St. Louis,	137	100
"	24	13899	Carrickmacross,	f.	do.,	293	190
"	18	15402	Monaghan,	i.	do.,	202	164
"	–	15041	Clones,	f.	do.,	98	78
"	–	15491	Do.,	i	do.,	142	95
			5 Schools.		Total,	872	627
MUNSTER.							
Co. Cork,	58	13762	Castletown,	f.	Sisters of Mercy,	179	124
"	60	13910	Crosshaven,	f.	Presentation,	211	148
			2 Schools.		Total,	390	272
Co. Kerry,	54	538	Dingle,	f.	Presentation,	440	297
"	–	545	Tralee,	f.	do.,	592	448
"	–	15332	St. Joseph's,	i.	do.,	73	60
"	55	13742	Rathmore,	f.	do.,	221	151
"	57	13051	Killarney,	f.	do.,	134	102
"	–	13381	Do. (2),	f.	Sisters of Mercy,	399	165
"	–	13542	Caherciveen,	f.	Presentation,	325	225
"	58	8320	Kenmare,	f.	Poor Clares,	309	228
"	57	15387	Killarney,	i.	Presentation,	191	128
"	–	15473	Do. (2),	i.	Sisters of Mercy,	–	–
			10 Schools.		Total,	2,684	1,804
Co. Waterford,	48	1289	Tallow,	f.	Carmelite,	137	109
"	49	11461	Dungarvan,	f.	Sisters of Mercy,	166	128
"	–	13473	Do.,	i.	do.,	184	132
			3 Schools.		Total,	487	369

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Appendix.

Section II. D.

Convent Schools.

(*b.*)—TWENTY-NINE CONVENT NATIONAL SCHOOLS PAID BY CLASSIFICATION—*continued.*

PROVINCE AND COUNTY.	District.	Roll No.	School.		Religious Order of Community.	No. of Pupils on Rolls on 31st Dec., 1900.	Average Daily Attendance
LEINSTER.							
Co. KILDARE, .	41	11336	Rathangan, . .	f.	Sisters of Mercy, . .	191	131
			1 School.		Total, . .	191	131
Co. LONGFORD, .	23	8546	Newtownforbes, .	f.	Sisters of Mercy, . .	85	54
			1 School.		Total, . .	85	54
CONNAUGHT.							
Co. MAYO, .	20	5215	Ballina, . .	f.	Sisters of Mercy, . .	190	134
" .	–	12961	Do., . .	i.	do., . . .	178	113
			2 Schools.		Total, .	368	247
			Total of Convent Classification Schools.	29	Gross Total, . .	5,870	4,050

Monastery Schools.

(*c.*)—THREE MONASTERY NATIONAL SCHOOLS PAID BY CAPITATION.

PROVINCE AND COUNTY.	District.	Roll No.	School.		Religious Order of Community.	No. of Pupils on Rolls on 31st Dec., 1900.	Average Daily Attendance.
MUNSTER.							
Co. CORK, .	60	5669	Gt. George's-street,	m.	Presentation, .	458	259
" .	–	5999	Douglas-street, .	m.	Do., .	709	462
			2 Schools. .		Total, . .	1,167	721
Co. KERRY, .	54	3655	Milltown, .	m.	Presentation, .	132	92
			1 School.		Total, . . .	132	92
			Total of Monastery Capitation Schools.	3	Gross Total, . .	1,299	813

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(d.)—FORTY-SIX MONASTERY NATIONAL SCHOOLS PAID BY CLASSIFICATION.

Appendix Section II., D. Monastery Schools.

Province and County.	District.	Roll No.	School.	Religious Order of Community.	No. of Pupils on Rolls on 31st Dec., 1900.	Average Daily Attendance.
ULSTER.						
Co. ANTRIM, .	8	15242	St. Gall's Monastery (1),	Brothers of the Christian Schools, . . .	219	143
	–	15492	Do. (2), . . .	do., . . .	133	65
			2 Schools.	Total, .	352	208
Co. ARMAGH, .	16	7181	Crossmore Keady, m.	Brothers of the Christian Schools, . . .	124	97
			1 School.	Total, .	124	97
Co. DONEGAL, .	1	14628	Letterkenny, . m.	Presentation, . .	142	100
			1 School.	Total, . .	142	100
Co. DOWN, .	17	9428	John-street, . . m.	Brothers of the Christian Schools, . . .	120	80
			1 School.	Total, .	120	80
MUNSTER.						
Co. CORK, .	48	1387	St. Joseph's, Cove (1) m.	Presentation, . .	262	171
" .	–	1502	Do. (2), . m.	do., . . .	222	145
" .	56	12519	Mallow, . . m.	Patrician, . . .	353	242
" .	59	14784	St. Patrick's (Dunmanway). m.	Brothers of the Christian Schools, . . .	188	128
" .	60	12473	Greenmount, . m.	Presentation, . .	401	280
" .	–	14403	St. John's, Kinsale, m.	do., . . .	299	212
			6 Schools.	Total, . .	1,725	1,178
Co. KERRY, .	57	1793	Killarney, . . m.	Presentation, . .	234	164
			1 School.	Total, . .	234	164
Co. LIMERICK, .	46	6543	Hospital, . . m.	Brothers of the Christian Schools, . . .	167	133
			1 School.	Total, . .	167	133
Co. TIPPERARY,	53	13014	Fethard, . . m.	Patrician, . . .	158	102
			1 School.	Total, . .	158	102
Co. WATERFORD,	49	15022	De La Salle, . m.	Brothers of the Christian Schools, . . .	75	60
" .	–	15046	St. Stephen's, . m.	do., . . .	443	346
			2 Schools.	Total, . .	518	406

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Appendix.

Section II, D.

Monastery Schools.

(*d.*)—FORTY-SIX MONASTERY NATIONAL SCHOOLS PAID BY CLASSIFICATION—*continued.*

PROVINCE AND COUNTY.	District.	Roll No.	School.	Religious Order of Community.	No. of Pupils on Rolls on 31st Dec., 1900.	Average Daily Attendance
LEINSTER.						
Co. CARLOW,	44	631	Tullow, . . m.	Patrician, . . .	106	[illegible]
"	47	13105	St. Bridget's, . m.	Brothers of the Christian Schools, . . .	163	120
			2 Schools.	Total, . .	269	189
Co. KILDARE,	44	12747	Kildare, . . m.	Brothers of the Christian Schools, . . .	175	106
			1 School.	Total, . .	175	106
Co. KILKENNY,	47	13265	St. Patrick's, m.	Brothers of the Christian Schools, . . .	142	89
			1 School.	Total, . .	142	89
KING'S Co.,	36	12370	St. Brendan's, . m.	Presentation, . .	364	231
"	41	6585	Clara, . . . m.	Franciscan, . .	273	177
			2 Schools.	Total, . .	637	408
Co. LOUTH,	25	2094	Ardee, . . m.	Brothers of the Christian Schools, . . .	173	116
"	—	14641	Castletown Road, . .	do., . . .	216	151
			2 Schools.	Total, . .	389	267
QUEEN'S Co.,	41	918	Castletown, . . m.	Brothers of the Christian Schools, . . .	61	37
"	—	7636	Coote-street, . . m.	Patrician, . . .	151	107
			2 Schools.	Total, . .	212	144
Co. WESTMEATH,	35	12904	St. Mary's, . . m.	Marist, . . .	129	106
"	—	13756	Do., . prep. m.	do., . . .	150	9[illegible]
			2 Schools.	Total, . .	279	20[illegible]
Co. WEXFORD,	49	15360	St. Aloysius, . m.	Brothers of the Christian Schools, . . .	107	5[illegible]
			1 School.	Total, . .	107	6[illegible]

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Appendix.

Section II., D.

Monastery Schools.

(*d.*)—FORTY-SIX MONASTERY NATIONAL SCHOOLS PAID BY CLASSIFICATION—*continued.*

PROVINCE AND COUNTY.	District.	Roll No.	School.	Religious Order of Community.	No. of Pupils on Rolls on 31st Dec., 1900.	Average Daily Attendance
CONNAUGHT.						
Co. GALWAY,	27	12423	Kilkerrin, m.	Franciscan,	120	64
"	32	12528	Curry, m.	do.,	102	60
"	34	1016	Galway, m.	Patrician,	370	224
"	–	12672	Nun's Island, m. i.	do.,	148	106
"	34A	12765	Carrabeg, m.	Franciscan,	115	67
			5 Schools.	Total,	855	521
Co. LEITRIM,	31	14770	St. Mary's (Carrick-on-Shannon), m.	Presentation,	143	100
			1 School.	Total,	143	100
Co. MAYO,	26	12621	Treenlaur, m.	Franciscan,	54	26
"	–	12727	Errew, m.	do.,	55	29
"	–	13130	Bunnacurry, m.	do.,	52	23
"	–	13347	St. Patrick's, m.	Brothers of the Christian Schools,	221	164
"	–	14863	Achill Island,	Franciscan,	93	54
			5 Schools.	Total,	475	296
Co. ROSCOMMON,	22	15086	St. Joseph's (Boyle), m.	Presentation,	202	131
"	27	12594	Highlake, m.	Franciscan,	114	62
"	32	12357	Granlahan, m.	do.,	131	62
"	21	13709	St. John's (Ballaghadereen), m.	Brothers of the Christian Schools,	157	111
			4 Schools.	Total,	604	366
Co. SLIGO,	12	14533	Quay-street, junior m.	Marist,	272	214
"	–	15051	Do., senior m.	do.,	209	146
			2 Schools.	Total,	481	360
			Total of Monastery Classification Schools. } 46	Gross Total,	8,308	5,579

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Appendix. Section II., D. Summary of Convent and Monastery Schools.

(e.)—Summary according to Religious Orders—Convent National Schools.

Religious Order.	Capitation Schools.	Classification Schools.	Total.
Sisters of Mercy,	154	10	164
Presentation,	55	9	64
Sisters of Charity,	24	–	24
Loreto,	9	–	9
Sacred Heart,	8	–	8
St. Louis,	3	8	11
Poor Clares,	4	1	5
Brigidine,	5	–	5
Dominican,	4	–	4
Immaculate Conception,	4	–	4
St. John of God,	4	–	4
Ursuline,	3	–	3
Carmelite,	1	1	2
Faithful Companions of Jesus,	2	–	2
St. Joseph,	1	–	1
Marist,	1	–	1
Poor Servants of the Mother of God and the Poor,	1	–	1
Sisters of Nazareth,	1	–	1
Total Convent National Schools,	284	29	313

Monastery National Schools.

Brothers of the Christian Schools,	–	17	17
Presentation,	3	9	12
Franciscan,	–	10	10
Patrician,	–	6	6
Marist,	–	4	4
Total Monastery National Schools,	3	46	49
Gross Total—Convent and Monastery National Schools,	287	75	362

(f.)—General Summary—Schools and Attendance.

—	Paid by Capitation.			Paid by Classification.			Total.		
	No. of Schools.	No. of Pupils on Rolls on 31st Dec., 1900.	Average Daily Attendance.	No. of Schools.	No. of Pupils on Rolls on 31st Dec., 1900.	Average Daily Attendance.	No. of Schools.	No. of Pupils on Rolls on 31st Dec., 900.	Average Daily Attendance.
Convents,	284	90,850	61,546	29	5,670	4,050	313	96,720	65,596
Monasteries,	3	1,299	813	46	6,308	5,579	49	9,607	6,392
Total	287	92,149	62,359	75	14,178	9,629	362	106,327	71,988

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II. (*a.*)—List of One Hundred and Fifty Workhouse Schools in connexion on 31st December, 1900, with the Number of Pupils on Rolls, and the Average Daily Attendance of Pupils for the year ending 31st December, 1900.

Appendix. Section II., D. Workhouse Schools.

District.	Roll No.	County and School.	No. of Pupils on Rolls on 31st Dec., 1900.	Average Attendance
		Antrim.		
3	3680	Ballymoney,	22	16
4	3652	Ballycastle,	14	12
–	3843	Ballymena,	25	22
8	8781	Lisburn	17	15
8A	3653	Larne,	3	3
–	6314	Antrim,	19	17
9	3048	Belfast,	326	239
		Total, 7 Schools.	436	324
		Armagh.		
11	11360	Lurgan,	38	25
16	10412	Armagh,	9	12
19	10280	Newry,	8	11
		Total, 3 Schools.	55	48
		Cavan.		
23	3420	Cavan,	26	23
24	3447	Bailieborough,	12	13
–	3644	Cootehill,	2	3
31	6910	Bawnboy,	7	6
		Total, 4 Schools.	47	45
		Donegal.		
1	4932	Milford,	7	9
–	4975	Letterkenny,	6	7
–	7714	Glenties,	4	2
2	3863	Innishowen,	17	12
5	4313	Donegal,	7	3
–	4339	Ballyshannon,	13	12
6	13754	Stranorlar,	9	9
		Total, 7 Schools.	63	54
		Down.		
10	3350	Newtownards,	19	22
11	3068	Banbridge,	9	9
17	10870	Downpatrick,	10	8
19	11820	Kilkeel,	8	9
		Total, 4 Schools.	46	48
		Fermanagh.		
13	10795	Enniskillen,	30	25
–	11366	Lisnaskea,	7	7
14	11404	Irvinestown,	5	6
		Total, 3 Schools.	42	38
		Londonderry.		
2	3881	Londonderry,	7	10
2A	9587	Limavady,	16	10
3	3381	Coleraine,	17	11
7	10525	Magherafelt,	25	24
		Total, 4 Schools.	65	55
		Monaghan.		
18	3386	Monaghan,	10	12
–	7812	Clones,	9	8
–	7884	Castleblayney,	17	16
24	3668	Carrickmacross,	18	15
		Total, 4 Schools.	54	51
		Tyrone.		
6	3039	Castlederg,	4	4
		Total, 1 School.	4	4
		Clare.		
42	3408	Scariff,	10	7
–	3534	Ennistymon,	27	24
–	6130	Tulla,	19	17
–	6359	Ballyvaughan,	11	13
–	6595	Corofin,	13	13
45	3288	Ennis,	105	98
–	3489	Kilrush,	48	40
–	3224	Killadysert,	12	14
		Total, 8 Schools.	245	228
		Cork.		
48	3167	Midleton,	42	40
–	6121	Youghal,	22	15
55	3923	Kanturk,	27	15
–	4896	Macroom,	23	18
–	6012	Millstreet,	28	25
56	3242	Fermoy,	19	17
–	3651	Mallow,	7	6
–	6216	Mitchelstown,	27	25
58	4411	Bantry,	12	12
–	5993	Castletown,	4	3

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Appendix.

Section II., D.

Workhouse Schools.

Workhouse Schools—*continued.*

District.	Roll No.	County and School.	No. of Pupils on Rolls on 31st Dec., 1900.	Average Attendance
		Cork—*continued.*		
58	6140	Schull,	10	8
59	3417	Skibbereen,	36	40
–	3565	Dunmanway,	10	8
–	6949	Clonakilty,	30	28
60	8545	Cork,	286	199
–	4925	Kinsale,	11	15
–	6123	Bandon,	21	20
		Total, 17 Schools.	615	494
		Kerry.		
39	4314	Listowel,	23	23
54	3860	Tralee,	37	34
–	5324	Dingle,	20	22
57	4340	Killarney,	27	26
–	4996	Cahereiveen,	3	3
58	4670	Kenmare,	13	12
		Total, 6 Schools.	123	120
		Limerick.		
46	3066	Kilmallock,	23	24
51	5058	Limerick,	97	94
52	3040	Newcastle,	30	15
–	3415	Rathkeale,	11	15
–	6013	Croom,	17	12
		Total, 5 Schools.	178	160
		Tipperary.		
36	3414	Roscrea,	37	27
–	3519	Nenagh,	27	23
–	9031	Borrisokane,	2	2
43	3647	Thurles,	15	18
46	3142	Tipperary,	99	68
53	3363	Cashel,	39	32
–	3445	Clogheen,	27	25
–	3546	Carrick-on-Suir,	22	19
–	12363	Clonmel,	45	28
		Total, 9 Schools.	313	242
		Waterford.		
48	3418	Lismore,	13	15
49	12220	Dungarvan,	28	27
–	3626	Waterford,	78	73
–	6745	Kilmacthomas,	29	23
		Total 4 Schools.	148	138
		Carlow.		
44	1154	Carlow,	29	26
		Total, 1 School.	29	26
		Dublin.		
39	3144	Balrothery,	37	18
–	7187	Dublin, North,	456	398
40	3265	Rathdown,	54	48
		Total, 3 Schools.	547	464
		Kildare.		
37	3155	Naas,	19	13
–	8534	Celbridge,	3	6
44	3862	Athy,	24	15
		Total, 3 Schools.	46	34
		Kilkenny.		
43	6625	Urlingford,	13	13
47	6947	Castlecomer,	14	11
–	3378	Callan,	28	27
–	3507	Kilkenny,	46	32
–	6276	Thomastown,	31	27
		Total, 5 Schools.	132	110
		King's.		
36	7989	Parsonstown,	28	27
41	3364	Edenderry,	24	23
–	3446	Tullamore,	61	45
		Total, 3 Schools.	113	95
		Longford.		
28	3368	Longford,	13	11
–	3566	Granard,	28	24
33	6611	Ballymahon,	29	30
		Total, 3 Schools.	70	65
		Louth.		
25	3377	Dundalk,	25	19
–	3382	Ardee,	33	27
		Total, 2 Schools.	58	46

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Workhouse Schools—*continued.*

Appendix.
Section II., D.
Workhouse Schools.

District.	Roll No.	County and School.	No. of Pupils on Rolls on 31st Dec., 1900.	Average Attendance
		Meath.		
29	3410	Kells,	10	4
–	3544	Oldcastle,	11	10
–	14036	Trim District, m.	72	75
–	14106	Do., f.	65	61
		Total, 4 Schools.	158	150
		Queen's.		
41	4315	Mountmellick,	13	18
–	10810	Abbeyleix,	18	18
		Total, 2 Schools.	31	36
		Westmeath.		
31	3650	Mullingar,	19	16
–	6866	Delvin,	21	18
35	3274	Athlone,	24	16
		Total, 3 Schools.	64	50
		Wexford.		
49	3520	New Ross,	49	44
50	3508	Wexford,	31	25
–	5674	Enniscorthy,	53	46
–	10954	Gorey,	36	32
		Total, 4 Schools.	169	147
		Wicklow.		
40	3383	Rathdrum,	22	18
–	3679	Shillelagh,	14	10
14	11180	Baltinglass,	11	11
		Total, 3 Schools	47	39
		Galway.		
27	3733	Glenamaddy,	10	9
32	5448	Tuam,	11	9
34	3365	Galway,	60	51
–	5323	Clifden,	13	13
–	5392	Oughterard,	10	9
		Galway—*con.*		
35	3366	Loughrea,	7	5
–	6568	Mountbellew,	8	9
–	6734	Portumna,	14	15
–	7019	Ballinasloe,	28	22
42	3379	Gort,	16	10
		Total, 10 Schools.	177	152
		Leitrim.		
12	3669	Manorhamilton,	7	9
28	3419	Mohill,	23	23
31	3533	Car.-on-Shannon,	19	21
		Total, 3 Schools.	49	53
		Mayo.		
20	3859	Ballina,	20	17
–	8474	Belmullet,	15	13
–	9221	Killala,	10	9
21	4895	Swineford,	19	18
26	4253	Castlebar,	10	6
–	4727	Westport,	27	20
32	5117	Ballinrobe,	18	20
–	6143	Claremorris,	20	11
		Total, 8 Schools.	139	114
		Roscommon.		
22	3289	Boyle,	23	16
27	3878	Roscommon,	21	18
–	4933	Castlerea,	17	15
–	6122	Strokestown,	12	12
		Total, 4 Schools.	73	61
		Sligo.		
12	3339	Sligo,	46	45
20	6500	Dromore West,	11	12
21	8219	Tobercurry,	29	11
		Total, 3 Schools.	86	68

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Appendix.

Section II., D.

Summary of Workhouse Schools.

Summary of Workhouse Schools in Connexion.

No. of Schools.	County.	Number of Pupils on Rolls on 31st Dec., 1900.	Average Attendance.	No. of Schools.	County.	Number of Pupils on Rolls on 31st Dec., 1900.	Average Attendance.
7	Antrim,	436	324	3	King's,	113	95
3	Armagh,	55	48	3	Longford,	70	65
4	Cavan,	47	45	2	Louth,	58	46
7	Donegal,	63	54	4	Meath,	158	150
4	Down,	46	43	2	Queen's,	31	36
3	Fermanagh,	42	38	3	Westmeath,	64	50
4	Londonderry,	65	55	4	Wexford,	169	147
4	Monaghan,	54	51	3	Wicklow,	47	39
1	Tyrone,	4	4				
37	Total for Ulster,	812	667	36	Total for Leinster,	1,464	1,262
				10	Galway,	177	152
8	Clare,	245	226	3	Leitrim,	49	53
17	Cork,	615	494	8	Mayo,	139	114
6	Kerry,	123	120	4	Roscommon,	73	61
5	Limerick,	178	160	3	Sligo,	86	68
9	Tipperary,	313	242				
4	Waterford,	148	138	28	Total for Connaught,	524	448
49	Total for Munster,	1,622	1,380				
				37	Schools in Ulster,	812	667
				49	" in Munster,	1,622	1,380
1	Carlow,	29	26	86	" in Leinster,	1,464	1,262
3	Dublin,	547	464	28	" in Connaught,	524	448
3	Kildare,	46	34				
5	Kilkenny,	132	110	150	Gross Total,	4,422	3,757

Teachers of Workhouse Schools.

II. (*b.*)—The number of Teachers employed in Workhouse Schools on the 31st December, 1900, according to the Returns received from the Teachers and Managers, is set forth in the following Table:—

Class.	Principals.		Assistants.		Total.		Total.
	Males.	Females.	Males.	Females.	Males.	Females.	
	66	75	10	67	76	142	218
Total,	141*		77				
Gross Total,	218						

* In addition to the above, twenty-five departments were conducted by nuns, viz., Youghal, Skibbereen, Kilmacthomas, Clonmel, Thurles, Celbridge, Callan, Granard, New Ross, Galway, Carrick-on-Suir, Thomastown, North Dublin, Enniscorthy, Mohill, Trim, Manorhamilton, Dundalk, Ardee, Ballymahon, Fermoy, Bantry, Cork, Castlecomer, and Baltinglass.

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III.—List of One Hundred and One Island Schools in connexion on 31st December, 1900, with Pupils on Rolls on last day of Year, and average daily attendance.

Appendix. Section II. D. Island Schools.

County.	Dist.	Roll No.	Name of Island School.	Name of Island on which situated.	Number of Pupils on Rolls on last day of Year.	Average Daily Attendance.
Antrim,	4	9372	Rathlin,	Rathlin,	66	37
Donegal,	1	4739	Gola,	Gola,	48	34
Ditto,	–	5164	Tory,	Tory,	71	32
Ditto,	–	5273	Owey,	Owey,	28	21
Ditto,	–	5468	Rutland,	Rutland,	15	15
Ditto,	–	5899	Inishfree,	Inishfree,	37	19
Ditto,	–	6571	Arranmore (1),	Arran,	147	63
Ditto,	–	9794	Innishkeeragh,	Innisbkeeragh,	31	20
Ditto,	–	10371	Cruit,	Cruit,	59	29
Ditto,	–	11342	Arranmore (2),	Arran,	86	34
Ditto,	–	13362	Innismeao,	Innismean,	23	15
Ditto,	–	14522	Innishofin,	Innisbofin,	47	23
Ditto,	–	15210	Carrickfin,	Carrickfin,	19	14
Ditto,	2	9990	Inch,	Inch,	87	40
Ditto,	–	14248	Inishtrahull,	Inishtrahull,	17	12
Down,	10	14539	Copeland,	Copeland,	14	13
Fermanagh,	6	8002	Drumnaghinahan,	Boa, Lough Erne,	27	17
Ditto,	13	7832	Gubb,	Gubb „	31	19
Ditto,	–	11257	Innisrooske,	Innisrooske „	22	17
Clare,	42	15470	Islandmore,	Islandmore,	12	10
Ditto,	45	6649	Coney,	Coney,	22	11
Ditto,	-	12018	Low,	Low,	23	16
Ditto,	–	14213	Scattery,	Scattery,	27	19
Cork,	48	3195	Haulbowline,	Haulbowline,	86	69
Ditto,	–	8918	Spike,	Spike,	16	14
Ditto,	58	5868	Long,	Long,	40	20
Ditto,	–	15274	Hare,	Hare,	106	73
Ditto,	–	7452	Laurence Cove, m.	Bear,	57	44
Ditto,	–	7453	Do. f.	Do.	55	42
Ditto,	–	7454	Ballinakilla,	Do.	125	96
Ditto,	–	13138	Dursey,	Dursey,	54	48
Ditto,	–	13082	Whiddy,	Whiddy,	55	36
Ditto,	–	15081	Horse,	Horse,	18	16
Ditto,	59	14803	Cape Clear, m.	Clear,	84	64
Ditto,	–	2281	Reengarogue,	Reengarogue,	50	35
Ditto,	–	14311	Cape Clear, f.	Clear,	75	50
Ditto,	–	4839	Sherkin, f.	Sherkin,	34	30
Ditto,	–	14065	Do. m.	Do.	39	30
Kerry,	54	9337	Blasket,	Blasket,	30	22
Ditto,	57	7887	Knightstown, m.	Valencia,	56	43
Ditto,	–	7888	Do. f.	Do.	73	47
Ditto,	–	10721	Corobeg, m	Do.	50	31
Ditto,	–	10722	Do. f.	Do.	41	23
Ditto,	–	10819	Ballyhearney, m.	Do.	55	38
Ditto,	–	10820	Do. f.	Do.	89	50

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Appendix. Section II., D. Island Schools.

III.—List of One Hundred and One Island Schools in connexion on 31st December, 1900, with Pupils on Rolls on last day of Year, and average daily attendance—*continued.*

County.	Dist.	Roll No.	Name of Island School.	Name of Island on which situated.	Number of Pupils on Rolls on last day of Year.	Average Daily Attendance.
Galway,	26	13927	Inniskofin, m.	Inniskofin,	59	32
Ditto,	–	13928	Do. f.	Do.	73	38
Ditto,	–	14445	Innishark,	Innishark,	36	27
Ditto,	34	14532	Oatquarter, m.	Arranmore,	53	40
Ditto,	–	14782	Do. f.	Do.	101	65
Ditto,	–	11938	Inishnee,	Inishnee,	60	36
Ditto,	–	12338	Inishmaine, m.	Inishmaine,	47	40
Ditto,	–	12339	Do. f.	Do.	39	32
Ditto,	–	12340	Killeany,	Arranmore,	83	60
Ditto,	–	12342	Onaght,	Do.	89	62
Ditto,	–	12367	Omey,	Omey,	23	10
Ditto,	–	12641	Annaghvane,	Annaghvane,	33	21
Ditto,	–	12642	Innisturk,	Innisturk,	23	15
Ditto,	–	12826	Innishbarra,	Innishbarra,	45	24
Ditto,	–	12354	Innishmacatreer,	Innishmacatreer, Lough Corrib.	24	14
Ditto,	–	12901	Knock,	Gorumna,	53	30
Ditto,	–	13030	Illaneeragh,	Illaneeragh,	26	15
Ditto,	–	13043	Innishtrawar,	Innishtravin,	20	14
Ditto,	–	13146	Mynish,	Mynish,	73	35
Ditto,	–	13322	Innisbear, m.	Innisbear,	68	46
Ditto,	–	13323	Do. f.	Do.	53	36
Ditto,	–	13416	Lettermullen,	Lettermullen,	156	98
Ditto,	–	13526	Tiernee, m.	Gorumna,	46	31
Ditto,	–	13527	Do. f.	Do.	37	25
Ditto,	–	13528	Drim,	Do.	110	60
Ditto,	–	13699	Lettermore,	Lettermore,	62	33
Ditto,	–	14103	Inishturbot,	Turbot,	34	18
Ditto,	–	13952	Lettercallow,	Lettermore,	48	24
Ditto,	–	14128	Inishlacken,	Inishlacken,	45	24
Ditto,	–	14498	Dynish,	Dynish,	20	14
Ditto,	–	14659	St. Ronan's, m.	Arranmore,	47	37
Ditto,	–	14660	Do., f.	Do.	82	62
Ditto,	–	14724	Trabane,	Gorumna,	61	40
Ditto,	–	14746	Mason,	Mason,	18	15
Ditto,	–	14747	Feenish,	Feenish,	24	18
Ditto,	34A	11788	Tawin,	Tawin,	24	14
Ditto,	42	11885	Islandeady,	Islandeady,	10	10
Mayo,	20	13884	Inniskea, South,	Inniskea, South,	34	28
Ditto,	–	14565	Do. North,	Do. North,	45	35
Ditto,	26	2307	Slievemore,	Achill,	68	39
Ditto,	–	2308	Dereens,	Do.	118	62
Ditto,	–	2309	Dooega,	Do.	111	66
Ditto,	–	8309	Bunracurry, f.	Do.	28	13
Ditto,	–	8547	Valley,	Do.	90	47
Ditto,	–	9557	Bullsmouth,	Do.	65	31
Ditto,	–	10935	Saula,	Do.	70	34
Ditto,	–	13130	Bunnacurry Monastery,	Do.	52	23
Ditto,	–	13174	St. Columba's,	Inishturk,	31	19
Ditto,	–	13177	St. Brigid's,	Clare,	48	28
Ditto,	–	13311	St. Patrick's,	Do.	51	33
Ditto,	–	13357	Cullenmore,	Cullenmore,	36	19
Ditto,	–	13409	Dooagh, m.	Achill,	72	42
Ditto,	–	13410	Do. f.	Do.	102	59
Ditto,	–	13761	Achillbeg,	Achillbeg,	28	18
Sligo,	12	9016	Coney,	Coney,	19	14
Ditto,	–	15230	Innismurray,	Innismurray,	26	17
				Total,	5,226	3,292

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Appendix.

Section II., D.

Industrial Departments (under the Act).

IV.—List of Thirty-one National Schools attended by Children of Industrial Schools, certified under the Act.

Roll No.	District.	County.	School.	Religious Order of Conductors.	Number of Industrial Pupils on Roll on last day of Year.	Average Daily Attendance of Industrial Pupils.
11752	18	Armagh,	Middletown,	Sisters of St. Louis,	49	45
359	–	Monaghan,	St. Martha's, Monaghan,	Do.,	7	16
10110	6	Tyrone,	St. Catherine's, Strabane,	Sisters of Mercy,	58	49
7315	45	Clare,	Ennis,	Do.,	59	59
6376	48	Cork,	St. Column's, Queenstown,	Do.,	37	35
15059	59	"	Baltimore Fishery,	Lay Teachers,	131	109
14299	60A	"	Passage West, Cork,	Sisters of Mercy,	57	54
13615	54	Kerry,	Pembroke Alms, Tralee	Do.,	68	65
13381	57	"	St. Joseph's Home, Killarney,	Do.,	86	81
10684	51	Limerick,	St. Vincent's, Limerick,	Do.,	183	142
9407	43	Tipperary,	St. Augustine's, Templemore,	Do.,	52	57
4968	–	"	St. Louis, Thurles,	Presentation Sisters,	45	27
581	53	"	St. Francis, Cashel,	Do.,	45	50
14627	48	Waterford,	Cappoquin,	Sisters of Mercy,	51	51
8546	28	Longford,	Our Lady of Succour, Newtownforbes.	Do.,	52	47
5387	25	Louth,	Dundalk,	Do.,	56	49
10475	–	"	House of Charity, Drogheda,	French Sist. of Charity,	92	87
8682	33	Westmeath,	Mount Carmel, Moate,	Sisters of Mercy,	42	29
11936	50	Wexford,	St. Michael's, Wexford,	Do.,	69	67
10162	40	Wicklow,	St. Michael's, inft.	Do.,	19	23
13439	34	Galway,	Oughterard,	Do.,	31	34
4515	–	"	St. Anna's, Galway,	Do.,	62	57
13190	–	"	Clifden,	Do.,	43	43
6632	35	"	St. Bridget's, Loughrea,	Do.,	64	67
6839	–	"	Ballinasloe,	Do.	38	32
12255	26	Mayo,	St. Columba's, Westport,	Do.,	76	75
13302	21	Roscommon,	St. Francis Xavier's,	Sisters of Charity,	23	19
7238	37	"	St. Monica's, Roscommon,	Sisters of Mercy,	41	40
12754	35	"	St. Joseph's, Athlone,	Do.,	108	99
13240	12	Sligo,	St. Laurence's, Sligo,	Do.,	106	103
11887	21	"	Banada,	Sisters of Charity,	17	20
				Total,	1,865	1,731

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Appendix.

Section II., D.

Schools with special grants for industrial instruction.

V.—List of Names of Sixty-nine* Schools in which Special Grants of Salary in aid of Industrial Instruction were available, under Rule 155, for Year ended 31st December, 1900.

County.	District.	Roll No.	School.
Antrim,	8	7059	Crumlin-road, Convt.
Armagh,	25	4415	Crossmaglen, f.
Cavan,	23	11739	Belturbet, Convent.
Donegal,	5	7593	Ballyshannon, "
Down,	19	9725	Rostrevor "
"	–	7508	Canal-street, "
Monaghan,	18	359	Monaghan. "
"	24	5617	Carrickmacross Indl.
"	–	13899	Do. Convent.
Clare,	45	7315	Ennis, Convent.
"	–	11300	Kilkee, "
"	–	13374	Kilrush, "
Cork,	48	3828	Youghal, "
"	–	6376	Queenstown, "
"	55	10232	Kanturk, "
"	–	10047	Macroom, "
"	56	4268	Doneraile, "
"	58	13762	Castletownbere, Con
"	59	8430	Skibbereen, Convent
"	–	7651	Clonakilty, " (2).
"	–	13661	St. Mary's, "
"	–	14813	Rosscarbery, "
"	60	4572	Kinsale, "
"	–	5257	Bandon, "
Kerry,	54	545	Tralee, Convent (1).
"	–	13530	Moyderwell "
"	–	14952	Castleisland "
"	57	13381	Killarney (Mercy). Convent.
"	–	13051	Killarney (Pres.), Convent.
"	58	8320	Kenmare, Convent,
"	57	13542	Cahirciveen, "
Limerick,	39	7439	Abbeyfeale Convent.
"	46	14525	Doon, "
"	51	9296	Adare, "
"	–	10684	Mt. St. Vincent's, Convent.
"	52	6032	St. Catherine's, Convent.
"	–	6569	St. Anne's, Convent.
Tipperary,	53	581	Cashel, Convent.
"	–	8903	Fethard, "
"	–	11872	Carrick-on-Suir, "
"	–	13107	St. Joseph's, "
"	43	4068	Thurles, "
Waterford,	49	11461	Dungarvan, Con. (1).
"	–	13020	Stradbally, "
Carlow,	44	656	Carlow, "
Dublin,	30	1149	King's Inns-street, Convent.
"	30A	2018	Baggot-st., Convent.
"	37	7546	Goldenbridge, "
"	40	14586	Blackrock, "
"	40A	753	Central Model, Fem.
Kildare,	44	13373	St. Michael's, Convent.
Kilkenny,	47	13885	Kilkenny, Convent.
"	–	10478	St. Patrick's, "
"	–	10835	Castlecomer, "
Longford,	28	12942	St. Joseph's, "
"	–	13846	Granard, "
Louth,	25	8445	Ardee, " (2).
Meath,	29	7472	Navan, " (2).
"	–	12489	Oldcastle, Female.
Queen's,	44	13937	Stradbally, Convent.
Wexford,	49	967	New Ross, " (1).
"	50	12966	St. Mary's, George's-street, Convent.
"	–	8221	Templesbannon "
"	49	14644	St. Joseph's, "
Galway,	34	4515	N.T. Smith, Convent.
"	–	13439	Oughterard, "
"	42	13208	Gort, "
Mayo,	20	14176	St. John's, "
"	21	13302	St. Francis Xavier, "

* Sixty five of these are Convent Schools.

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Appendix.

Section II, D.

Schools with Half-time pupils.

VI.—List of One Hundred and Sixty-nine National Schools attended by Half-time pupils during the Year ended 31st December, 1900, the number of such Half-time pupils on the Rolls on the last day of Year, and the average daily attendance of Half-time pupils.

County.	Dist.	Roll Number.	School.		Number of Half-time pupils on Rolls on 31st Dec., 1900.	Average daily attendance of Half-time pupils.
Antrim,	3	9834	Balnamore,		22	11
"	"	11137	Liscolman,		6	3
"	4	3592	Guy's,	m.	41	18
"	"	7757	Do.	f.	51	25
"	"	7966	Herryville (2),	m.	7	3
"	"	7967	Do. (1),	f.	17	7
"	"	12565	Ballymoney-street,	f.	16	7
"	"	12599	Do.	m.	17	8
"	8	1224	Edenderry,	f.	64	32
"	"	1979	Crumlin,		2	1
"	"	4223	Lisburn,	m.	14	7
"	"	4224	Do.	f.	29	14
"	"	5794	Seaman's Friend Society,		108	41
"	"	7319	Wolfhill,	f.	22	11
"	"	15319	Do.	m.	38	16
"	"	7553	Ekenhead,		20	9
"	"	8066	Springfield,		24	11
"	"	8516	Ligoneil Village,		17	7
"	"	8584	Old Lodge Road,	m.	7	2
"	"	8585	Do.	f.	21	9
"	"	8804	Wolhill Mill,		23	11
"	"	15492	St. Gall's Monastery (2),		136	65
"	"	15278	St. Vincent's,	m.	449	180
"	"	10072	Crumlin-road,	m.	126	53
"	"	10336	Do.	f.	161	70
"	"	10338	Holycross,	m.	43	19
"	"	10339	Do.	f.	60	30
"	"	10435	Jennymount,		223	88
"	"	10566	St. Catherine's,		0	21
"	"	11805	Hilden,		174	75
"	"	11449	St. Mark's,		41	74
"	"	11482	Greencastle,	m.	22	8
"	"	11483	Do.	f.	19	14
"	"	12838	Edenderry,	m.	99	46
"	"	13616	Star of the Sea,	m.	65	30
"	"	13745	Craig-street,		84	36
"	"	13931	St. Paul's (2),	m.	0	10
"	"	14138	St. Joseph's Convent,		121	56
"	"	14691	Ballysillan,		9	5
"	"	15061	Mayo-street,		13	7
"	8A	27	Whitehouse (1),		27	15
"	"	2649	White Abbey,	m.	23	14
"	"	2650	Do.	f.	25	12
"	"	4564	Monkstown,		4	2
"	"	4671	Bruce Memorial,		3	1
"	"	5430	Cogry Mills,		24	11
"	"	7836	Doagh,	m.	5	1
"	"	7837	Do.	f.	13	6
"	"	8368	Barnmills,		63	28
"	"	10135	Whitehouse,	m.	6	2
"	"	10136	Do.	f.	5	2
"	"	9063	Mossley,		63	27
"	"	11426	Whiteabbey (2),		36	15
"	"	11712	Ballyclare,	m.	6	2
"	"	11713	Do.	f.	4	1
"	"	12221	Parkgate,		10	5

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Appendix.

Section II., D.

Schools with Half-time pupils.

List of One Hundred and Sixty-nine National Schools attended by Half-time pupils, &c.—*continued.*

County.	Dist.	Roll Number.	School.	Number of Half-time pupils on Rolls on 31st Dec., 1900.	Average daily attendance of Half-time pupils.
Antrim,	8A	15353	St. Mary's on the Hill,	5	1
"	"	13317	Tyrnoge,	5	2
"	"	13986	Church-street,	6	3
"	"	14157	Whitewell,	4	2
"	9	4714	Dunmurray,	8	4
"	"	6995	St. Mary's, m.	0	9
"	"	6996	Do. f.	0	11
"	"	8612	Campbell's-row,	289	116
"	"	9024	Hutchinson-street (1),	5	3
"	"	11160	Linfield Mill,	164	78
"	"	13083	Derriaghy,	12	4
"	"	14382	Lambeg Village,	12	7
"	"	14983	Dunmurray (2),	20	8
"	"	15024	Trinity,	3	2
"	9A	7262	Milford-street, f.	0	16
"	"	9718	Do. m.	35	17
"	"	12047	York-road,	105	45
"	"	14737	St. Joseph's (York-road), m.	5	5
"	"	14738	Do., f.	35	17
Armagh,	11	8343	Portadown Mixed,	12	2
"	"	5356	Portadown (1), m.	4	2
"	"	8935	Thomas-street,	6	2
"	"	12333	Curran-street,	8	2
"	"	12441	Portadown Convent,	3	2
"	"	12590	Edgarstown (1),	26	12
"	"	13490	Edenderry,	3	1
"	"	13497	Edgarstown (2),	6	3
"	"	13628	Corcrain, m.	3	2
"	"	13629	Do. f.	2	1
"	"	14374	Water-street,	9	4
"	16	3174	Markethill, f.	2	1
"	"	7647	Darkley, m.	7	4
"	"	8165	Mullavilly (1),	9	5
"	"	8220	Mount St. Catherine Convent,	10	10
"	"	8403	Tandragee, m.	5	2
"	"	8404	Do. f.	10	4
"	"	8702	Milford,	4	3
"	"	9640	Darkley, f.	12	3
"	"	10490	St. Patrick's, f.	5	3
"	"	11684	Drelincourt, m.	3	1
"	"	11685	Do. f.	5	3
"	"	11720	Tamnamore,	17	7
"	"	12365	St. Patrick's, m.	15	9
"	"	12663	Mullavilly (2),	7	3
"	"	13112	St. James's, m.	6	4
"	"	13113	Do. f.	7	4
"	"	14384	Grange,	4	2
"	"	14606	Grove,	7	3
"	"	1478	Markethill, m.	1	1
"	19	6236	Bessbrook, m.	28	12
"	"	6237	Do. f.	30	12
"	"	7508	Canal-street Convent,	54	21
"	"	11329	Ballybot,	7	3
"	"	13868	Maghernahely Convent,	50	22
"	"	13922	Do. m.	52	26
Down,	9	10346	Largymore,	85	39
"	"	11436	Ravarnette,	9	5
"	"	13462	Blaris,	5	2
"	10	3874	Millstreet,	2	1
"	"	4657	Newtownards (2),	6	3

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Appendix.

Section II., D.

Schools with Half-time pupils.

LIST of ONE HUNDRED and SIXTY-NINE National Schools attended by HALF-TIME pupils, &c.—*continued.*

County.	Dist.	Roll Number.	School.		Number of Half-time pupils on Rolls on 3 st Dec., 1900.	Average daily attendance of Half-time pupils.
Down,	10	4862	St. Mathew's	m.	8	2
"	"	6523	St. Mathew's,	f.	5	3
"	"	6641	Newtownards (1),		4	1
"	"	8576	Beersbridge,		241	93
"	"	8888	Anne-street,	f.	3	1
"	"	9094	Do.	m.	5	1
"	"	11542	Greenwell-street,		10	5
"	"	11598	Comber Spinning Mill,		39	16
"	"	12191	Castlegardens,		54	26
"	"	12580	Londonderry,	m.	12	5
"	"	12581	Do.	f.	13	7
"	11	200	Dromore (1),	m.	3	2
"	"	201	Do. (1),	f.	2	1
"	"	4811	Gilford Mill,	m.	48	21
"	"	4812	Do.	f.	41	16
"	"	6594	Fortescue,		5	2
"	"	8590	Tonaghmore,		2	1
"	"	10295	Dromore (4),		2	1
"	"	6930	Milltown,		4	1
"	"	11430	Seapatrick,		36	19
"	"	3468	Dromore (2),	m.	1	1
"	"	250	Bann,	m.	2	1
"	"	3979	Ashfield,		3	1
"	"	9417	Dromore (2),	f.	1	1
"	17	1246	Annsboro'	m.	15	7
"	"	1486	Do.	f.	19	7
"	"	3745	Shrigley,		20	12
"	"	4648	Irish-street (Killyleagh),		25	10
"	"	6024	Killyleagh,		17	12
"	"	10793	Drumaness Mills,		39	20
Tyrone,	6	11586	Sion Mills,	m.	46	19
"	"	11587	Do.	f.	32	15
"	15	407	Gortalowry,		9	4
"	"	2254	Brackaville,	m.	12	5
"	"	2255	Do.	f.	22	13
"	"	5184	Loy Old,		3	1
"	"	9155	Coal Island,		2	1
"	"	9681	Loy,	m.	8	5
"	"	10179	Benburb,	f.	1	1
"	"	11171	Anaghmore,		2	1
"	"	11936	Derryloran,	m.	11	6
"	"	11937	Do.	f.	4	2
"	"	11968	John-street,	f.	3	2
"	"	12440	Lower Market,		3	2
"	"	13232	Anne-street,	m.	13	6
"	"	13256	Gortgonis,		5	2
"	"	13614	Cookstown Convent,		6	3
"	"	14458	Dungannon Convent,		12	6
"	"	10178	Benburb,	m.	2	1
Cork,	59	15059	Baltimore Fishery,		13	5
"	60	14105	Clarence-street Convent,		20	8
Waterford,	49	7225	Mayfield,	m.	2	1
Dublin,	30	5260	St. Mary's,	f.	0	1
			Total—169 Schools,		4,895	2,291

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Appendix.

Section II. D.

Evening Schools.

VII.—List of Twenty-one Evening Schools in operation in 1900.

County.	District.	Roll No.	Name of Evening School.	Number of Pupils on Roll on 31st Dec., 1900.	Average Daily Attendance
Antrim,	9	6963	Belfast Model, m.	138	64
Armagh,	11	9719	Edward-street Convent,	133	61
"	15	2837	Maghery,	35	26
Cavan,	23	13259	St. Joseph's, m.	63	31
"	–	13425	St. Mary's, m.	70	49
Down,	11	4811	Gilford Mill, m.	6	3
Londonderry,	7	13069	Kilcronaghan,	50	25
Tyrone,	14	5630	Roscavey,	34	25
"	15	13487	Loy Convent,*	96	74
"	–	2489	Roan, m.	44	26
"	–	10188	King's Island,	50	28
Cork,	60	11998	SS. Peter and Paul's, f.	40	24
Dublin,	30	3007	St. Michan's, m.	32	13
"	–	15056	St. Vincent's Convent,	214	120
"	37	14182	St. Kevin's,*	282	65
"	–	6978	Inchicore Model, m.	114	44
"	40A	752	Central Model, m.	82	42
"	40	5640	West Dublin Model, m.	45	29
"	–	15068	St. Andrew's,*	94	33
Longford,	28	8470	Springtown,	30	24
Leitrim,	28	3942	Drumadorn, m.	76	53
			Total,	1,728	864

* This Evening School has a separate Roll Number.

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APPENDIX E.

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Appendix.

Section II., E.

Condition of School premises, &c.

APPENDIX E—Condition of School Premises, &c.

Table No. 1.—Classification of 8,662 National Schools in regard to cleanliness of School-rooms and Children, also Out-offices.

District and Centre.	A. Out-offices.				B. School-rooms.			C. Children.			Total Number of Schools.
	Good.	Middling.	Bad.	None.	Good.	Middling.	Bad.	Good.	Middling.	Bad.	
1. Letterkenny,	115	15	2	39	110	28	3	149	20	2	171
2. Londonderry,	114	35	10	-	115	36	8	105	46	6	159
2A. "	32	3	-	-	33	2	-	33	2	-	35
3. Coleraine,	125	23	4	3	146	8	2	125	29	2	156
4. Ballymena,	65	65	11	12	79	62	12	66	80	7	153
5. Donegal,	71	33	15	27	71	53	23	85	62	-	147
6. Strabane,	69	59	13	14	100	49	6	71	76	8	156
7. Magherafelt, Castledawson (*pro tem.*)	80	69	5	4	94	56	8	86	72	-	158
8. Belfast, North,	110	38	1	-	103	45	-	115	34	-	149
8A. Carrickfergus,	121	27	-	8	137	19	-	136	20	-	156
9. Belfast, South,	112	11	1	-	111	12	1	99	25	-	124
9A. " "	30	10	-	-	26	11	3	30	6	4	40
10. Newtownards, Belmont, Belfast. (*pro tem.*)	129	25	6	-	93	55	12	140	17	3	160
11. Lurgan,	83	30	18	3	103	28	3	117	14	3	134
12. Sligo,	107	25	-	13	120	26	-	120	25	1	146
13. Enniskillen,	75	47	11	20	96	57	-	119	34	-	153
14. Omagh,	117	29	2	2	105	32	12	130	18	2	150
15. Dungannon,	137	5	2	1	138	7	-	133	12	-	145
16. Armagh,	54	61	30	3	64	71	13	112	35	-	148
17. Downpatrick,	116	10	5	6	161	10	2	140	3	-	143
18. Monaghan,	82	57	5	8	76	72	5	79	70	4	153
19. Newry,	101	32	5	4	120	22	-	134	8	-	142
20. Ballina,	92	17	15	20	95	34	14	96	43	5	144
21. Ballaghadereen,	100	20	5	14	83	38	18	30	94	15	139
22. Boyle,	78	19	11	25	79	42	7	106	21	1	128
23. Cavan,	79	50	4	16	115	34	-	113	36	-	149
24. Bailieborough,	64	38	33	12	73	50	24	93	50	4	147
25. Dundalk,	55	73	-	5	66	32	15	115	17	-	133
26. Westport,	138	9	1	12	118	41	1	123	37	-	160
27. Roscommon,	68	55	-	24	89	48	10	57	90	-	147
28. Longford,	113	17	8	8	115	20	9	128	16	-	144
29. Trim,	116	7	11	2	117	21	-	116	20	-	138

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TABLE No. 1.—Classification of 8,662 National Schools in regard to cleanliness of School-rooms and Children, also Out-offices—*continued.*

Appendix. Section II., E. Condition of School premises, &c.

District and Centre.	A. Out offices.				B. School-rooms.			C. Children.			Total Number of Schools.
	Good.	Middling.	Bad.	None.	Good.	Middling.	Bad.	Good.	Middling.	Bad.	
30. Dublin, North, .	108	29	4	0	129	12	–	129	12	–	141
30A. „ . .	39	5	–	–	42	2	–	39	5	–	44
31. Ballinamore, .	109	7	1	24	95	38	8	119	22	–	141
32. Tuam, . . .	67	31	25	7	50	49	31	47	72	11	130
33. Mullingar, . .	74	57	8	12	92	48	11	92	58	1	151
34. Galway, . .	129	2	–	14	135	10	–	128	17	–	145
34A. „ . .	36	9	–	1	37	9	–	37	9	–	46
35. Ballinasloe, .	102	23	11	7	99	31	13	141	–	2	143
36. Parsonstown, .	61	68	–	16	39	82	24	79	54	12	145
37. Dublin, No. 3, .	97	28	3	–	116	10	2	115	12	–	128
39. Listowel, . .	87	30	–	3	79	46	–	88	37	–	125
40. Dublin, South, .	105	42	–	5	128	24	–	98	52	2	152
40A. „ . .	36	6	–	–	36	5	–	34	8	–	42
41. Portarlington, .	112	12	6	3	112	25	1	121	17	–	138
42. Gort, . . .	89	36	4	7	106	26	4	119	17	–	136
43. Templemore, .	51	19	9	41	57	55	18	70	53	7	130
44. Athy, . . .	129	4	1	8	112	26	2	130	12	–	142
45. Ennis, . . .	78	25	19	18	81	40	14	98	36	1	135
46. Tipperary, . .	59	43	4	13	71	35	13	78	38	3	119
47. Kilkenny, . .	104	25	2	11	123	20	–	128	15	–	143
48. Youghal, . .	60	52	10	5	81	42	4	84	39	4	127
49. Waterford, .	79	35	24	6	92	41	11	113	31	–	144
50. Enniscorthy, .	96	41	5	10	94	50	9	92	52	9	153
51. Limerick, . .	59	45	4	12	77	44	–	99	22	–	121
52. Rathkeale, . .	70	39	3	5	73	36	8	83	29	5	117
53. Clonmel, . .	89	14	2	14	97	20	2	109	10	–	119
54 Tralee, . . .	77	17	4	13	83	16	12	104	7	–	111
55. Millstreet, . .	88	20	–	4	67	42	3	57	51	4	112
56. Mallow, . .	65	30	13	3	69	36	6	83	28	–	111
57. Killarney, . .	79	45	5	2	82	33	16	72	50	9	131
58. Bantry, . .	76	22	5	28	89	38	8	92	41	–	133
59. Dunmanway, .	89	20	3	4	87	21	5	109	7	–	116
60. Cork, . . .	116	24	12	2	132	18	4	134	18	2	154
60A. „ . . .	22	3	0	6	25	5	1	21	10	–	31
Total, . .	5,695	1,931	422	614	6,060	2,160	442	6,447	2,074	141	8,662

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Appendix.

Section II., E.

Condition of School premises, &c.

TABLE No. 2.—Classification of 8,662 National Schools

District and Centre.	No. of Schools Returned.	A. Building Repairs, &c.			B. Furniture and Apparatus.		
		Good.	Middling.	Bad.	Good.	Middling.	Bad.
1 Letterkenny,	171	121	31	19	127	38	6
2 Londonderry,	168	130	17	12	111	40	6
2A. "	35	29	6	-	30	5	-
3. Coleraine,	156	147	7	2	147	8	3
4 Ballymena,	163	98	40	15	28	95	17
5. Donegal,	147	87	32	28	83	40	24
6. Strabane,	155	90	47	13	76	72	4
7 { Magherafelt, Castledawson (*pro tem.*) }	158	78	66	14	77	75	6
8 Belfast, North,	148	113	26	4	112	37	-
8A. Carrickfergus,	166	115	38	5	133	23	-
8 Belfast, South,	124	101	23	-	113	11	-
9A. "	40	10	27	3	13	26	1
10. { Newtownards, Belmont, Belfast, (*pro tem.*) }	166	117	26	17	140	19	1
11. Lurgan,	134	112	11	10	113	14	6
12. Sligo,	146	91	44	11	107	33	6
13. Enniskillen,	153	92	44	17	79	60	14
14. Omagh,	159	100	55	15	102	38	19
15. Dungannon,	146	136	8	3	135	9	1
16. Armagh,	148	77	67	4	98	78	4
17. Downpatrick,	143	124	38	1	96	42	5
18. Monaghan,	133	110	37	6	116	33	4
19. Newry,	142	96	41	8	104	35	3
20 Ballina,	144	103	22	19	104	21	19
21. Ballaghaderreen,	139	87	39	22	100	25	14
22 Boyle,	128	72	31	25	74	35	21
23. Cavan,	143	113	30	5	105	44	-
24 Ballieborough,	147	93	30	24	70	43	28
25 Dundalk,	151	83	55	16	69	36	46
26. Westport,	160	119	31	10	123	32	5
27. Roscommon,	147	118	15	16	95	36	17
28. Longford,	144	113	20	6	98	37	3
29. Trim,	138	118	16	4	118	19	6
30 Dublin, North,	141	112	21	8	120	19	3
30A. " "	44	25	16	3	21	23	-
31. Ballinamore,	141	78	31	32	76	38	27
32. Tuam,	130	92	28	14	65	19	46
33. Mullingar,	151	94	47	10	81	59	11
34. Galway,	145	125	6	14	131	3	11
34A. "	46	30	26	1	30	15	-
35. Ballinasloe,	143	118	15	10	95	28	20
36. Parsonstown,	146	30	82	34	30	92	24
37. Dublin, No. 3,	128	113	10	5	110	11	7
38. Listowel,	125	82	36	7	95	26	7
39 Dublin, South,	122	143	3	-	113	32	7
40A. "	42	37	5	-	35	7	-
41. Portarlington,	138	108	23	7	91	40	7
42. Gort,	136	109	13	14	113	11	19
43. Templemore,	130	80	31	19	85	31	14
44. Athy,	142	103	29	10	105	25	12
45. Ennis,	138	77	38	22	90	27	19
46. Tipperary,	119	81	28	10	83	30	6
47. Kilkenny,	143	118	24	1	109	24	10
48. Tonghal,	127	87	46	14	38	43	13
49. Waterford,	144	91	30	23	91	34	19
50. Enniscorthy,	158	79	60	14	81	58	14
51. Limerick,	121	65	48	8	39	38	-
52. Rathkeale,	117	85	30	2	85	29	3
53. Clonmel,	119	87	30	2	89	28	3
54. Tralee,	111	89	8	14	88	12	11
55. Millstreet,	119	62	40	10	72	38	7
56. Mallow,	111	72	29	10	70	33	8
57. Killarney,	131	73	38	28	53	60	18
58. Bantry,	133	94	27	12	81	43	9
59. Dunmanway,	118	91	19	6	96	12	8
60. Cork,	154	115	32	7	111	34	9
60A. "	31	20	8	3	24	8	1
Total,	8,662	6,057	1,904	701	5,836	2,130	696

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Appendix.

Section II, E.

in regard to heads indicated in the following Table:—

C. Premises, Playgrounds, &c.				D. Space Accommodation.			E. Supply of Books and other Requisites.			District.	Condition of School premises, &c.
Good.	Middling	Bad.	None.	Good.	Middling.	Bad.	Good.	Middling	Bad.		
82	95	-	63	68	72	19	125	49	6	1	
33	47	28	26	149	6	4	111	28	10	9	
24	6	-	5	33	2	-	35	-	-	2A.	
82	35	3	29	121	9	9	134	22	-	3	
41	35	10	63	119	30	7	106	45	2	4	
66	19	19	40	112	25	10	83	60	4	5	
67	42	10	36	119	29	7	87	60	2	6	
53	43	15	41	125	13	14	100	43	6	7	
79	25	-	64	113	27	9	115	4	-	8	
71	66	-	23	136	11	6	105	34	17	8A.	
100	22	2	-	116	7	1	109	13	2	6	
7	7	7	19	30	6	4	10	-	-	9A.	
100	16	12	26	123	6	12	148	11	1	10	
79	18	12	28	105	27	2	111	19	6	11	
90	51	9	-	104	31	11	189	19	-	12	
47	27	1	38	125	15	9	119	35	-	13	
87	21	9	31	124	21	3	114	28	9	14	
118	9	9	18	134	6	5	145	-	-	15	
43	42	7	34	135	7	6	78	49	21	16	
79	40	-	33	103	26	4	120	19	6	17	
79	39	39	0	149	-	4	68	42	19	16	
71	31	18	22	116	21	2	93	49	-	19	
82	28	13	21	110	23	11	91	41	22	20	
83	39	30	4	119	15	14	60	66	15	21	
74	22	7	25	105	12	11	108	19	4	22	
82	50	9	9	140	6	1	115	53	1	23	
69	39	22	34	111	23	19	130	22	9	24	
47	30	-	66	127	1	9	122	11	-	25	
131	22	4	9	143	17	-	99	34	7	26	
79	29	16	23	103	20	19	36	52	15	27	
93	24	9	16	120	17	7	100	35	9	28	
70	28	9	34	129	7	9	69	89	30	29	
97	32	5	7	127	19	4	137	4	-	30	
23	60	1	-	28	13	9	23	12	-	30A.	
93	12	-	31	113	10	19	133	5	-	31	
70	28	22	10	68	92	23	91	91	8	32	
62	37	4	53	119	25	7	147	4	-	33	
129	3	-	18	131	8	9	126	15	4	34	
22	19	1	1	36	8	2	49	6	-	34A.	
82	22	14	14	115	19	9	124	9	10	35	
92	-	30	28	115	20	19	65	68	12	36	
65	14	6	13	114	10	4	108	20	0	37	
85	28	6	6	94	35	6	80	69	9	38	
114	21	-	14	136	12	4	138	14	-	40	
30	6	5	-	36	4	-	41	1	-	40A.	
75	30	10	23	119	17	11	118	26	-	41	
105	9	7	19	118	14	7	90	94	12	42	
68	6	19	35	104	19	11	120	4	1	43	
100	12	5	25	123	12	2	109	26	7	44	
88	25	19	9	114	11	10	113	13	4	45	
75	16	9	19	91	19	15	89	19	16	46	
40	12	-	41	142	-	1	106	35	-	47	
32	34	10	31	60	34	3	79	45	6	48	
73	66	21	8	119	9	12	105	91	2	49	
66	65	15	20	153	4	19	101	57	-	50	
41	44	15	20	106	12	3	82	38	-	51	
78	34	3	1	103	11	9	59	33	22	52	
72	36	-	12	106	6	4	109	10	-	53	
77	12	12	9	98	9	4	102	7	6	54	
66	37	19	6	95	9	9	100	12	-	55	
60	67	7	17	80	22	9	80	19	6	56	
61	42	25	9	117	10	4	68	52	26	57	
83	21	19	17	108	14	11	64	67	12	58	
69	16	1	9	93	11	4	95	19	3	59	
69	40	19	26	128	23	4	130	36	4	60	
19	4	-	17	24	9	2	28	3	-	60A.	
4,237	1,758	611	1,466	7,163	1,031	468	5,494	1,792	375		

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Appendix.

Section II. F.

Revised Programme of Instruction in National Schools.

APPENDIX F.—1900.

(*a.*) REVISED PROGRAMME OF INSTRUCTION IN NATIONAL SCHOOLS.

NOTES, HINTS, AND OBSERVATIONS FOR THE INFORMATION OF MANAGERS AND TEACHERS.

General.

This Programme is issued by the Commissioners, not as an exposition of their precise requirements as regards each subject and each Class or Standard, but rather as an indication of their general view as to the curriculum that should be pursued in National Schools. It is promulgated provisionally and tentatively, and Managers should understand that there is no obligation on them at present to adopt it in its entirety. The Programme may be taken as representing the maximum of requirements under the various heads.

Six standards or classes of pupils are provided for in the Programme, but as the average daily attendance in the majority of National Schools is under sixty, it may not be possible in some of the schools to have six standards of pupils at the same time, or to have pupils fit for each of the standards at all times. In such cases the circumstances of the schools and localities will be taken into consideration in estimating the work done by the teachers. In most small schools, also, as the staff consists of only a Principal Teacher, or of a Principal Teacher and a Monitor, it is not practicable to teach separately, and, at the same time, efficiently, six or even fewsr distinct standards. The Commissioners will, therefore, sanction in small schools, the *collective* instruction in the same subject of two or more standards, as one *Division*. By this arrangement a single Teacher, or a Teacher and a Monitor, will be enabled to conduct a small school with much greater efficiency than under the systems of organisation hitherto in force. In all schools, even where collective teaching is practised, the children should be classified in the school records, as far as possible, in accordance with their individual attainments under the general programme, and their advancement through the different standards should be accurately noted. In the collective teaching, the distinction between the different standards, constituting a Division, should be maintained as far as possible by the order in which the children are arranged while under instruction.

Generally speaking, the programme for each standard represents a year's work in schools conducted in accordance with Rule 6 of the Code of 1898, and the ages of the children of the different standards are taken to be, as a rule, as follows:—First Standard, 3 to 9 years; Second Standard, 9 to 10 years; Third Standard, 10 to 11 years; Fourth Standard, 11 to 12 years; Fifth Standard, 12 to 13 years; Sixth Standard, 13 years and above.

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Teachers will be allowed a discretion in advancing a child from a lower to a higher standard before the end of a year, if the child's attainments warrant it; or of retarding the promotion of a child from a lower standard for more than a year, if the child's progress has not been satisfactory.

In schools having Assistants the Commissioners will also sanction collective teaching, class-room teaching, or any other approved system of organisation of the school work which the Managers may desire, provided the requirements of the Programme are observed, and that the classification of the children according to the standards is adhered to. The system of organisation must be sanctioned in each case by the Board, and the details of the system must be specified on the Time Table of the school.

The following are given as example Time Tables, not necessarily for imitation, but to show how provision can be made for instruction in the subjects of the New Programme, within the minimum time for Secular Instruction.

SPECIMEN TIME TABLE—BOYS' SCHOOL.

SHOWING NUMBER of MINUTES devoted to SUBJECTS each day.

Day of Week.	English.		Arithmetic.	Kindergarten, &c.	Drawing.	Object Lessons and Elementary Science.	Cookery, &c.	Needlework.	Singing.	School Discipline and Physical Drill.	Recreation.	Total No. of Minutes.
	Reading, Spelling, Grammar.	Writing, Composition.										
Monday, . . .	60	30	30	–	45	–	–	–	25	20	30	240
Tuesday, . . .	60	30	30	30	–	45	–	–	–	15	30	
Wednesday, . .	60	30	30	–	45	–	–	–	25	20	30	
Thursday, . .	60	30	30	30	–	45	–	–	–	15	30	
Friday, . . .	60	30	30	45	–	–	–	–	25	20	30	

SPECIMEN TIME TABLE—GIRLS' SCHOOL.

SHOWING NUMBER of MINUTES devoted to SUBJECTS each day.

Day of Week.	English.		Arithmetic.	Kindergarten, &c.	Drawing.	Object Lessons and Elementary Science.	Cookery, &c.	Needlework.	Singing.	School Discipline and Physical Drill.	Recreation.	Total No. of Minutes.
	Reading, Spelling, Grammar.	Writing, Composition.										
Monday, . . .	40	30	20	–	–	–	60	30	–	30	30	240
Tuesday, . . .	60	30	20	30	–	30	–	40	–	–	30	
Wednesday, . .	60	30	20	–	30	–	–	40	30	–	30	
Thursday, . .	60	30	20	30	–	30	–	40	–	–	30	
Friday, . . .	40	30	20	–	30	–	–	30	30	30	30	

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In view of the increased freedom of organisation under the new Rules, it is expected that suitable courses, within the limits of the Programme, can be arranged to meet the circumstances of all classes of schools. It is the intention of the Commissioners to issue an Alternative Programme for small schools as soon as possible.

The general Programme is designed with the object of affording scope within its limits for an adequate amount of education for the average child attending primary schools, and at the same time of giving a child whose intelligence is above the average opportunities of developing it to the best advantage.

The cultivation of the intelligence, and the training of the senses, as represented by the hand, the eye, and the ear, are provided for, while the development of the physical faculties that are so important to all children, but especially to the children of primary schools, forms a conspicuous feature of the revised curriculum.

Under the new Rules, English (including its sub-heads) and Arithmetic are to be compulsory in all schools. In schools where there are Irish-speaking pupils the Teacher, if acquainted with the Irish Language, is advised to use the vernacular as an aid to the elucidation of English, and Inspectors are at liberty to use Irish in conducting the school examinations. Kindergarten methods and Manual Instruction, Drawing, Object Lessons, and Elementary Science, Singing, School Discipline, and Physical Drill, are compulsory in schools in which there are Teachers holding certificates of competency to give instruction in them, and these branches must be introduced into all schools as soon as possible. Cookery and Laundry work are compulsory in Girls' schools where there are competent Teachers and suitable appliances, and Needlework is compulsory for girls in all schools with Female Teachers or Workmistresses.

The individual examination of all the pupils in each subject of the Programme is abolished, except in special cases, but all schools will, as a rule, be examined fully at least once a year in the course that may be sanctioned for each. These courses can be arranged, with the approval of the Commissioners, so as to suit the needs of the various localities in which the schools are situated.

Geography and History are not specified as Day School subjects, but they are by no means excluded from the New Programme, and during the Reading Lessons the Teachers will be required to convey a sufficient* knowledge of these branches, by the alternative use of Literary, Geographical, and Historical Reading Books. As the pupils will not be required in future to purchase Grammars, Geographies, or Spelling Books, the cost of two additional Reading Books will not be a serious burden. In very poor localities, however, it is expected that a free stock of Reading Books shall be available for the use of the pupils.

Although the Commissioners will be satisfied if instruction is efficiently given within the limits of the Programme outlined in the preceding paragraphs, yet they recognise the fact that, under the old Results System, additional subjects—Irish, French, Latin, Instrumental Music, &c., were taught in many cases during school hours, and also before and after school hours. Under the Rules hitherto

* In the higher Standards a sufficient knowledge of Geography is understood to imply a general knowledge of the Map of the World, and a more minute knowledge of the geography of Ireland, the British Empire, and of portion of North America. Detailed matter, unlikely to interest children, should be avoided.

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in force, if these subjects were taught in *ordinary schools during school hours*, no results fees were paid for the instruction; but if they were taught in Model Schools, Convent, or Monastery Schools, during school hours, results fees were paid. The Commissioners considered that in ordinary National Schools, where the staff and accommodation were limited, these subjects could not be taught, during the ordinary school hours, with efficiency, without imperilling the proficiency in the essential subjects of the Programme. But they did not *prohibit* the teaching of these subjects during school hours, even in ordinary schools.

In connection with the new scheme, the Commissioners sanction, as they sanctioned in connection with the old Results System, Irish, French, Latin, Mathematics, and Instrumental Music, as optional branches that may be taught in all National Schools, and that may be taught in these schools during the ordinary school hours, provided the adequacy of the course of instruction in the usual Day School subjects is not impaired or hampered thereby. But as the time for secular instruction is very limited, it may not be found possible in some schools to provide for instruction in any of these branches during the ordinary school hours. In such cases the Commissioners will be prepared to recognise them as *extra* branches if the course of instruction is approved, and to grant special fees for the additional labour entailed on the Teachers giving the instruction. These fees will be supplementary to the regular incomes of the Teachers for the work done during the ordinary school hours.

I.—English and its Sub-heads.

The Commissioners think it necessary to impress upon Teachers the importance of treating the subject of English as *one*, and not as an agglomeration of many heterogeneous subjects. For convenience, it has been divided into sub-heads, but these sub-heads must not be treated as independent units, but rather as elements sub-serving the educational purpose of enabling the child to express himself correctly and effectively through the medium of language. In teaching and examining, the course should be divided into two parts, the one having for its central idea the cultivation of expression in the spoken language, and the other the cultivation of expression in the written language.

(1.) *Reading.*—Reading is the most important subject of the Programme. The Commissioners provide on their Book List a variety of reading books, and Teachers have great freedom of selection. Moreover, the Book List is kept open, and the Commissioners are always prepared to put on their List additional suitable books that may be brought under their notice by managers and others.

Although the Commissioners appreciate the importance of extensive reading, yet they are anxious that more attention should be devoted to the *quality* than to the quantity of the reading, and that the matter read should be thoroughly understood. By alternating the use of Literary, Historical, and Geographical Readers a considerable stock of information can be conveyed to the pupils without unduly straining their memories. The Reading Lessons, especially the Geographical Lessons, should always be accompanied by appropriate charts and maps, to which constant reference should be made. The topography of the school vicinity should be impressed on the minds of the pupils, who should be able to draw a ground plan of

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the school premises and should know the four cardinal points, and hence the nature of a map and of a globe should be explained. School excursions are recommended for the purpose of familiarising the children with the physical character of the surrounding district. A thorough acquaintance with local geography is the best introduction to a knowledge of wider areas. Wherever it is practicable, an Ordnance Survey map of the locality should be hung up in the schoolroom.

In the lower standards particular attention should be paid to the mechanical difficulties of the shorter words, irregularly spelled, and the children from the beginning should be taught to read with clear utterance and distinctness of srticulstion, and with such natural emphasis as should be used in ordinary speech. The sounds produced, especially the vowel sounds and the final consonants, should be clear and distinct. The children should be encouraged to speak openly without mnttering or whispering. During the Reading Lesson tho intelligence of the pupils and their ability to express themselves should be developed by easy questions on the matter of the lesson read.

In reading and speaking, both Teachers and pupils should avoid, as much as possible, local pronunciation and accent. This, to some extent, can be done by giving the vowels their full sound, and attending to the final consonants as already suggested.

Where possible school libraries, with a suitable selection of books, should be provided so as to foster the love of reading in the children.

As in England and elsewhere, Reading circles should be established in connection with the schools. These would be most helpful in spreading a knowledge of reading amongst the uneducated classes, who are too old to attend school or have not time. The practice of reading aloud at home has also an excellent effect on clearness of enunciation and distinctness of articulation.

The Commissioners will be largely guided in their judgment of a school by the character of the Reading, and therefore a considerable portion of the school time each day should be devoted to this subject.

(2.) *Writing.*—The first essentials in good handwriting are boldness and legibility. If nestness is added, other characteristics of the writing are of secondary importance. At the same time, the Commissioners do not discountenance the careful imitation of a suitable headline by those who wish to acquire the regular and definite character of handwriting which constitutes a good permanent hand. In schools having senior pupils, especially town schools, snch pupils might be allowed to study Book-keeping during the Writing Lesson, if it should be thought desirable. As rapidity in writing is of great importance, dictation and transcription should be regularly practised, especially in the higher Standards. During the Writing Lesson the blackboard should be largely utilised.

(3.) *Spelling.*—Practice in spelling is the best method of learning to spell well. The rules of spelling are no doubt of some help, but practice every day in writing on a slate or on paper the more difficult words of the lesson, combined with dictation and transcription exercises, will enable most pupils to become good spellers. It is recommended that the spelling throughout should be written, not oral. The pupils should be familiarised with the use of a Dictionary, and should be taught to have recourse to it in all cases of difficulty, either

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of spelling or pronunciation. As an aid to good spelling the Commissioners have introduced into the Programme, *Word Building*. By a judicious exercise of simple combinations in Word Building, many of the difficulties encountered in acquiring ability to spell correctly may be overcome. It is not recommended that Spelling Books should be used as task-books in National Schools in future, but they may be employed for purposes of reference.

(4.) *Grammar.*—The Commissioners think that the habit of speaking and writing grammatically can be best acquired from reading well-written books and listening to correct speakers, and by endeavouring to express oneself fully and accurately in explanation and composition, but they recognise that a knowledge of the elements of Grammar is also not devoid of value. They do not think it desirable, however, that the memories of the pupils, particularly of the younger pupils, should be loaded with grammatical rules, and accordingly they have postponed to the higher standards the more difficult parts of the Science. Experience has universally shown that the grammar of one's native language should not be learnt as that of a foreign one is usually acquired, and that a knowledge of the rules of grammar has not succeeded in ensuring the correct speaking of English. The Teacher of each school should make a list of the vulgarisms and solecisms prevalent in the locality of the school, and correct them as far as possible during the Grammar Lesson. In this way he will be able to do for the children what the home-life does for the children of better educated parents. The Commissioners attach great importance, as an intellectual exercise, to the Analysis of Sentences prescribed for the Fifth and Sixth Standards. While manuals of English grammar may be read with advantage by the more advanced pupils, it is not recommended that they should be used by the pupils as text-books in National Schools in future.

(5.) *Composition.*—Composition is prescribed for the Third and higher Standards. In the Third and Fourth Standards the exercises in Composition should be as simple as possible. The great object to be aimed at throughout should be to teach the pupil to express his ideas with ease and naturalness, and while it should be the endeavour of the Teacher to make the exercises perfectly accurate in point of language, yet no less importance should be attached to the clearness and orderly arrangement of the matter than to the style of penmanship, the spelling, or the grammar. As a further aid to the acquisition of a good style, it is of immense importance that children should be trained from the earliest age to express themselves fully and accurately in replying to questions. Teachers should not be satisfied with answers that are not complete and correctly formed sentences.

II.—Arithmetic.

The course in Arithmetic is confined in the Programme to subjects of practical utility to the pupils of Primary Schools. The Commissioners do not wish, however, to exclude the higher branches of arithmetical knowledge, and in schools where there are senior pupils desirous of studying these branches, arrangements can be made for enabling them to do so. But the Commissioners recommend that the more advanced stages of Mathematics should be taught before or after the regular school hours as Extra Branches.

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As a very valuable part of Arithmetic, as an educational subject, is the training it gives in exact reasoning, it is important that the pupils should acquire an intelligent appreciation of the rules and of the reasons of the various processes employed.

The Commissioners are satisfied to insist that the average pupil shall get such an amount of arithmetical instruction as will enable him to perform intelligently, correctly, and quickly the calculations required in everyday life. They think that in all the Standards a knowledge of Mental Arithmetic should form an essential portion of the instruction, and that a practical acquaintance with measuring, weighing, &c., with tapes, rules, weights, and scales, &c., is of essential importance for all children of Primary Schools. Every school should, therefore, be provided with a beam and scales, sets of weights and measures, and small cases containing tape or rule. A knowledge of the Metric System of weights and measures would be most advantageous to the pupils, especially in the senior Standards. In all the Standards the Teachers should endeavour to make clear to the pupils the utility of the arithmetical processes by their application to concrete objects and the ordinary affairs of business. The Decimal system is introduced in the early Standards, as it is of essential importance in connection with elementary science experiments, and presents no serious difficulty to the pupils when they have become proficient in the simple rules, and can easily be explained by reference to the Metre scale introduced at the same time.

III.—Kindergarten Methods and Manual Instruction.

Under the regulations hitherto in force instruction in Kindergarten methods and principles was given in the case of Infants' schools only. In the New Programme the Commissioners contemplate that, while the special Kindergarten exercises should be confined to the lower Standards, the so-called Heuristic method of instruction, by which children are enabled to *find out* things for themselves, by being placed, so to speak, in the position of discoverers, instead of being merely told about things, should permeate their whole scheme of Hand and Eye instruction, as well as the curriculum in Elementary Science.

The Programme is drawn up specially to suit the circumstances of National Schools which, in many cases, are not fully equipped, or are located where materials are not procurable, unless they are of the least costly character.

In every standard the exercises prescribed in the Programme are calculated to serve the most useful purposes of training the hand to delicacy and skill in manipulation, the eye to accuracy of measurement and the apprehension of symmetry of form, and the mind to quickness of perception and originality of thought.

In the Senior Standards of well-equipped schools more advanced courses than those prescribed in the Programme may be sanctioned, provided the Commissioners are satisfied with the qualifications of the Teachers and with the proposed courses; but it should be distinctly understood that under no circumstances can the Commissioners approve of any course of Manual and Practical Instruction that

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would tend to convert the National Schools into Technical or Trade Schools. Technical Instruction and instruction in the details of particular Trades are entirely outside the scope of the functions of a primary school, and all that the Commissioners aim at is to give such a training as will enable the pupils, when they leave school, to become intelligent and skilful workers at the various occupations they may have to follow. As Manual and Practical Instruction, therefore, is not intended to perfect the production of any one article, but rather to train the intelligence and observation, and to produce habits of neatness, dexterity, and carefulness in the child, it is advisable that fresh exercises should be given at each lesson, or the training will become a mere matter of memory and care, while the equally necessary functions of cultivating the intelligence and faculty of observation by reading the drawings and setting out the work will be neglected.

A graduated course of Kindergarten and Manual Instruction, such as the Commissioners contemplate, has been found in other countries to exercise a most beneficial effect on the ordinary school studies.

IV.—Drawing.

Drawing can be taught to even the youngest children in some degree, and when the Instructor is skilful it can be made to serve as a help towards the teaching of other subjects, especially Writing. If a child has been taught how to draw a fairly straight line without a ruler, a great deal has been achieved, and if the eye of the child has been trained to accuracy of judgment, so that he is able to divide a straight line into two or more fairly equal parts without actual measurement, a good foundation has been laid for more advanced work. In the majority of National Schools, even where the Teachers have not Certificates of Drawing, so much could be at once undertaken, and if the programme in schools of this class were limited to drawing figures formed of simple lines only, satisfactory work would be initiated. The programme in Drawing is not intended to make artists of the pupils, but to arouse in them some degree of *taste* for the artistic and symmetrical in form, and to enable them to give expression to their ideas of form in an intelligible and correct manner. There is scarcely any walk in life in which a knowledge of Drawing is not highly useful.

The Commissioners are of opinion that in giving instruction in Drawing the Teachers should avail themselves largely of the blackboard, and not depend too much on the drawings set in copy books. Very often drawings done by children without proper supervision and with the frequent use of the India-rubber are worse than useless, as tending to create carelessness of manipulation, untidiness, and want of cleanliness in the work, and a want of accuracy of observation in the details of the object copied.

In the case of pupils in the better equipped schools, and in all schools, in the case of individual pupils displaying special aptitude for Drawing or Art work, the Commissioners do not desire to limit the curriculum, and consequently they provide for the higher branches of Drawing and for Water-colour Painting in the Senior Standards.

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The Drawings made by the scholars during the year should be dated and preserved, in order to help the Inspector to form a trustworthy opinion of the efficiency of the instruction.

It would be most desirable, and it would be a stimulus to greater improvement, if the best of the drawings executed, from time to time, by the pupils in each school were framed and suspended in the school-rooms, with the name of the pupil attached. This would also have the effect of brightening the school-rooms.

Special Note Applicable to Sections III. and IV.

Until Teachers have received the necessary training they should attempt only the most elementary part of the work with all the Standards, and not necessarily keep to the programme of work assigned by the Commissioners. After teachers have received a course of instruction they may, by degrees, introduce additional branches, as the children show themselves capable of taking them up, but the introduction of the entire Programme will not be expected for the first year.

From one to two hours per week in each of the Sections III. and IV. should be sufficient to cover all that is required. Two branches of the work may often be combined in one lesson, such as Freehand and Wire or Cardboard work, Scale and Geometrical Drawing.

Girls above the 4th Standard need not take Manual Instruction, but should continue the Drawing, more especially on the designing and artistic side.

V.—Object Lessons and Elementary Science.

The Programme provides for alternative courses in Object Lessons and Elementary Science; but in most of the rural National Schools it would be desirable that the courses embracing the principles underlying Agriculture and Horticulture should be adopted. In this connection the Commissioners desire to direct the attention of Managers and Teachers to the French Scheme for teaching Agriculture, of which a translation is published in the Appendix to the Report of the Commission on Manual and Practical Instruction (a copy of this translation will be circulated at an early date). At the same time the Commissioners leave Managers and Teachers free to select, with the concurrence of the Inspector, any of the courses that may seem most suited to the special circumstances of the schools. Managers may also submit for the approval of the Commissioners other courses than those provided, if they consider none of the Programme courses suitable.

As regards Course I. of Elementary Experimental Science, it is intended that, as far as possible, all experiments should be performed by some, at any rate, of the scholars. The teaching should be directed, in the first place, to produce accurate habits of experiment, observation, and thought. The experiment should be undertaken with the object of solving a definite problem, and the explanation or discussion of results should not take place until the experiment has been repeated by individual members of the class a number of times. An accurate Balance is essential to such a course, and it should not

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be attempted without such an instrument. The greatest possible importance should be attached to the composition and style of the accounts of the experiment; these notes should represent the scholar's own version of the experiment. The primary purpose of such a course is to produce accurate habits of thought and work, and the mere giving of information should be subordinate to this purpose.

In giving instruction in Object Lessons, Teachers should make a distinction between observation of the Object itself and giving information about the Object. The pupils in the first instance should be asked closely to observe the Object and to describe everything they can see or discover about it, before the Teacher gives any instruction on the Object. In connection with Object Lessons and Elementary Science Lessons, as in connection with Manual and Practical Instruction, the Heuristic method should be continuously employed. The pupils should cultivate the habit of obtaining knowledge directly and at first hand, *finding out for themselves*, and thus developing the faculty of observation. Children should also be encouraged to make collections of Natural Objects to be found in the vicinity of the schools, and each school should have a Museum formed as far as possible from the collections of the pupils. Shells, stones, flowers, &c., would form most appropriate objects for a school Museum.

A most useful combination of Drawing and Clay Modelling can be introduced as a help to the pupils in Object Lessons. Children should be encouraged to make simple drawings or models in clay of the simpler Objects. As with Drawing, the Teacher should make frequent use of the blackboard in connection with Object Lessons.

Where the circumstances are suitable, School Excursions, to see Objects in their habitats, could be beneficially undertaken. Thus, a visit to the Zoological Gardens would enable the children to compare types of domestic animals with which they are familiar with wild animals of the same general order. In the same way periodical visits to a good kitchen garden would form an excellent series of Object Lessons of a real and useful character. While Object Lessons make the school lives of the children more happy, they also fulfil three principal and most important uses. They teach the children to observe, compare, and contrast; they impart information, and they form the basis for instruction in Drawing, &c.

The courses in Elementary Science detailed in Section V. of Programme, page 15, are not too difficult for the ordinary National School pupil. And here again, the Commissioners think it necessary to remark that by the courses in Elementary Science they do not wish to train electricians, agriculturists, &c.; but they wish to give all pupils useful instruction, and the possible future electrician or agriculturist such a knowledge of the great natural principles underlying his profession as will enable him to pursue it with success in after life.

The great end Teachers should endeavour to secure in connection with Elementary Science is to produce the scientific habit of research, and to impress the leading scientific principles upon the nascent intelligence by observation and simple experiment on the part of the pupils, and by plain expository and practical illustration on the part of the Teacher.

As a help to instruction in Course II., every school should whenever possible, have a small plot of ground as a garden. If this is not

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feasible, garden boxes should be placed in the windows, and be planted with the simpler flowers, which could be used for illustrating the lessons. The gardens and boxes would, moreover, make the schools more cheerful and attractive to the children, and would aid largely in the development of artistic taste and a love of nature.

VI.—Singing.

The Commissioners desire to see Vocal Music taught in every National School, as they consider that, apart altogether from the pleasure derivable from vocalisation, the study of Music in any form is a refining and intellectual pursuit, and the exercise of the vocal organs and the lungs induced by Singing is beneficial in most cases to the health and spirits of the pupils. Music is also calculated to have a cheering influence on school life generally.

The Programme provides for the Tonic Sol-Fa Method or the Staff Notation Method of Instruction. The Tonic Sol-Fa is much the simpler method, and by means of it young children can be taught to sing by note. In large schools a combination of the two methods might be desirable—the Tonic Sol-Fa for the Lower Standards and the Staff Notation for the Higher Standards. In every school, however, one or the other method should be taught, and the Tonic Sol-Fa is so simple that there is no excuse for any Teacher not being familiar with it. Experience has shown that the Tonic Sol-Fa method, if properly taught in primary schools, is attended with excellent results.

In the New Programme it should be noted that Singing by *Ear* is prescribed for the 1st Standard.

For the Staff Notation course, either "Fixed" or "Movable" *Do* system may be used.

The prepared exercises in Solfa-ing may be taken from any approved graded course and may be sung from Books, Charts, or Blackboard.

Each Standard should show a good knowledge of the Time as well as of the Tune of the previously prepared exercises.

The Songs should be sung in good time and tune by all the Standards. Only the Fourth, Fifth, and Sixth Standards will be required to sing the songs from notes. The words in all cases should be well known and should be clearly and distinctly pronounced.

In all cases of Singing, whether by ear or note, special attention should be directed to the production of *softness and sweetness of intonation.* Straining of the voice should be carefully avoided, especially with young children, as serious injury is often done to the vocal chords by this dangerous practice.

VII.—School Discipline and Physical Drill.

Physical Drill has been taught hitherto, as a rule, only in connection with Kindergarten Classes in National Schools. In the Revised Programme it is provided that Physical Drill shall form part of the curriculum for all the Standards, from the lowest to the highest. Exercise of this character is beneficial to the children of all National Schools, but particularly to the children of town schools. If the

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physical exercise is judiciously practised, so as not to fatigue the pupils, it becomes a source of pleasure, varies the monotony of the ordinary school day, improves the health of the children, trains them to hold themselves erect, and to walk and move properly. This improvement in the physical health and deportment of the pupils re-acts favourably on their capacity for mental exertion, and the literary side of the instruction in a school eventually profits by the introduction of physical exercise.

In the Programme the exercises are graduated from the simplest forms of Babies' drill in the 1st Standard to complex marching movements and exercises in the 6th Standard. In addition to, or as substitutes for, the Drill and Exercises, school games may be practised—Cricket, Baseball, Croquet, Handball, or any other suitable game may be played where there are facilities. In town schools, as a rule, and in schools having small play-grounds, there are not facilities for these games, and then reliance must be placed entirely on Drill and physical exercises.

Physical Drill should take place in the open air so far as is possible. If practised in the school-room, the pupils should never be allowed to stand on the seats or desks, and the windows should be opened as widely as possible so that the air of the room may be pure. Half-time pupils and delicate pupils should not be asked to practise Physical Drill. In all cases a Teacher should use the greatest prudence in regard to the nature of the physical exercise, its duration, the conditions under which it is taken, the pupils who can be allowed to practise it, &c. All school games and exercises should be practised under the eye of the Teacher, and the golden rule that should guide him in regard to these exercises is, that they should tend to help the normal development of the growing frame of the child, but not unduly to accelerate it or to retard it.

In connection with physical exercise the Commissioners attach the very highest importance to school discipline, punctuality, deportment, politeness, and good manners. In every Standard the Teacher should insist on immediate and cheerful obedience to direction, respect for superiors, gentle and orderly deportment, politeness in addressing any person or in replying to a question, and the avoidance of boorishness, &c., on all occasions. In these respects the Teacher can instruct more by example than by lecture; but no opportunity should be lost of impressing on the children that the exercise of politeness, good manners, and respect for elders and superiors, is not a sacrifice of independence, as it is sometimes thought to be by the ill-mannered. It should also be explained to the children that success in life largely depends on politeness and good manners, and that natural gifts or educational attainments lose a great deal of their value and most of their charm if coupled with rudeness or incivility.

VIII.—Cookery and Laundry Work.

Instruction in Cookery and Laundry Work has not usually been undertaken hitherto until the pupils reached the 4th Standard. The Commissioners provide in the Revised Programme that these subjects shall be initiated in the 1st Standard, and be continued through all the Standards. Having regard to the circumstances of a large number of the National Schools, the social conditions of the pupils, and the

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difficulties of obtaining in many instances even the cheapest materials, the programmes in Cookery and Laundry Work have been made as simple as possible, requiring few appliances and but small supplies of the most commonly available materials. *The Commissioners feel that instruction in these branches must begin at the foundation, and that for some years the efforts of the Teachers must be directed mainly to imparting information on the general principles governing Cookery and Laundry Work, together with practice in the simpler forms of food preparation and plain washing.* It would be impossible to carry out the new programme fully in many schools now, but the programme will help Managers and Teachers to arrange simple courses of Cookery Instruction and Laundry Work for all classes of schools. In the larger schools, where these branches are successfully taught to senior Classes at present, more advanced Cookery and Laundry Work courses may continue to be followed, but the Commissioners disapprove of the introduction now or at any future time of "fancy" Cookery or "ornamental" Laundry Work into the National schools. Their object in respect of these branches is similar to their object in respect of Manual Instruction generally—they do not wish to train cooks or laundresses, but to impart such information about these and cognate domestic sciences as shall enable the average primary school girl, when she assumes the position of a housewife, to perform the ordinary culinary and washing operations that may appertain to her position, or efficiently to superintend these operations when performed by others.

The lessons in Cookery and Laundry Work should be made the occasions for imparting sufficient information on hygienic matters. The absolute necessity for personal cleanliness, the preservation of the "sweetness" of a house by attention to the sanitary arrangements and by washing, the care that should be exercised in cleaning pots, pans, &c., the caution necessary in the purchase of food, and the economy of food, would each form a suitable subject for discourse and demonstration.

Whenever possible there should be separate apartments for Cookery and Laundry Work, but where such separate rooms are not available instruction in these branches ought to be so arranged that it should take place at the close of the secular instruction, so that the school-room could be cleaned and made ready for the literary work of the following day.

The "Centre" system under which a Kitchen and Laundry, with suitable appliances, could be provided for the use of the pupils of different schools in the same locality at different times, would be very feasible in towns and places where there are several National schools within comparatively small areas.

IX.—Needlework.

The Needlework Programme has been revised so as to admit of instruction in the subject throughout all the Standards. Moreover, the Commissioners no longer insist on the "Alternative Scheme" for the 6th Standard in any school.

The time prescribed for Needlework Instruction in the old rules is now considered excessive, and it is expected that if three hours per week, at the most, are henceforth devoted to the subject, quite

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sufficient knowledge of sewing, &c., can be imparted, provided the work is properly organised. In special cases more time may be thought necessary; but this is a matter that can be arranged in each such case with the Inspector, subject to the approval of the Commissioners. Every girl present in school should receive instruction during the full time devoted to the needlework lesson. In England it is customary to allow the senior girls in turn, some five or six at a time, to bring from home, for the sewing lesson, garments which require to be repaired, and this arrangement has been found to work well and to connect the school work with the every-day domestic life of the scholars. The Commissioners think this system worthy of a trial in Ireland, but, of course, due heed will have to be given to sanitary considerations in schools where it is adopted.

As in the case of Drawing and other subjects, it would be desirable that specimens of Needlework of marked excellence, executed by the pupils, should be preserved in a suitable glass case, with the names of the pupils attached.

In certain districts, where Needlework forms a local industry, or where there are exceptional facilities for instruction in the subject, special courses of instruction may be arranged with the approval of the Commissioners.

X.—Optional or Extra Branches.

The Commissioners provide in the New Programme for five optional or extra branches:—Irish, French, Latin, Mathematics, and Instrumental Music. It must not, however, be understood that the Commissioners disapprove of instruction in other subjects that were heretofore recognised as extra branches, such as Domestic Economy, Hygiene, Shorthand, Typewriting, Mechanics, &c.; but they consider that sufficient instruction can be given in these branches in suitable cases during school hours, in conjunction with instruction in the portion of the ordinary day school programme with which they are in educational affinity. For instance, in the senior classes of large schools, and in the case of particular pupils in small schools, instruction in Shorthand and Typewriting could be given during the Writing Lesson; instruction in Mechanics during the Object Lessons and Elementary Science Lessons, and so on.

In this connection, however, the Commissioners wish to warn teachers against over-pressure. The school should be made a pleasant place in every possible way, and the lessons should be suited to the capacities and the opportunities for acquiring knowledge possessed by the children.

The Programme as specified for each subject is not obligatory, but is merely an indication of the aims and desires of the Commissioners. The Commissioners will consider other Programmes which Managers may bring under their notice. But such Programmes must be arranged in the first instance in conference with the Inspector of the district.

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REVISED PROGRAMME OF INSTRUCTION IN NATIONAL SCHOOLS.

I.—ENGLISH,* with Sub-heads :—

(1.) Reading.
(2.) Writing.
(3.) Spelling.
(4.) Grammar.
(5.) Composition.

1st STANDARD.—(Infants and 1st Class.)

INFANTS—UP TO 1ST CLASS.

Reading.—1st and 2nd Sections of First Book, or any similar Reading Book approved by the Commissioners.

Writing.—To copy letters of alphabet on dotted lines on paper, or on ruled slates.

Spelling.—To spell words of two letters.

1ST CLASS.

Reading.—To read distinctly, correctly, and with intelligence, the lessons in the First Book, or in any similar Reading Book approved by the Commissioners. To read detached words at sight. To answer, in fully-formed sentences, simple questions on the matter of the lessons.

Writing.—To copy on ruled slate or ruled paper words selected by the Inspector from the Reading Book used in the class, and written on the blackboard by the Teacher. Large-hand copy-books, with exercises regularly dated for each day of pupil's attendance, to be ready for inspection.

Spelling.—To write on a slate words selected from the lessons. To be able to form the simplest combinations in Word Building.

2nd STANDARD.—(2nd Class.)

Reading.—To read correctly, with distinctness and intelligence, the lessons in the Second Book, or in any similar Reading Book approved by the Commissioners, and to answer, in fully-formed sentences, simple questions on the words, phrases, and matter of the lesson read. To repeat correctly about 40 lines of the poetry contained in the Reading Book. To know the difference between Syllables and Words.

* If there are Irish-speaking pupils in a school, the teacher, if acquainted with the Irish language, should, whenever practicable, employ the vernacular as an aid to the elucidation and acquisition of the English language. Inspectors are at liberty to employ the vernacular in the conduct of their examinations if they think it desirable to do so.

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Writing.—To write from dictation a short passage (not more than four lines) from the Reading Book, read slowly once, and then dictated word by word. Large and round-hand copy-books, with exercises regularly dated for each day of pupil's attendance, to be ready for inspection.

Spelling.—To write correctly on a slate words selected from the lessons, and to spell phrases or short sentences selected from the lessons. To make simple combinations in Word Building.

3rd STANDARD.—(3rd Class.)

Reading.—To read with ease, distinctness of articulation, correctness, and intelligence, the lessons of the Third Book, or of any similar Reading Book approved by the Commissioners, and to answer, in fully-formed sentences, simple questions on the words, phrases, and matter of the lesson read. To repeat correctly and expressively, about 60 lines of the poetry contained in the Reading Book. To know what is a Sentence and what is a Paragraph.

Writing.—To write from dictation a short passage (not more than six lines) from Reading Book, read slowly once, and then dictated slowly. Round-hand copy-books, with exercises regularly dated for each day of pupil's attendance, to be ready for inspection.

Spelling.—To write correctly on a slate words selected from the lessons, and to spell short sentences and phrases selected from the lessons. To be able to make more advanced combinations in Word Building than what is required in 2nd Standard.

Grammar.—To point out the principal Parts of Speech in an ordinary sentence.

Composition.—To form simple sentences, employing parts of speech selected by Inspector.

4th STANDARD.—(4th Class.)

Reading.—To read with ease, distinctness of articulation, correctness, and intelligence, the lessons of the Fourth Book, or of any similar Reading Book approved by the Commissioners. To be acquainted with the meanings of the words and phrases, and to answer, in fully-formed sentences, simple questions on the matter of the lesson read.* To repeat correctly and expressively about 80 lines of the poetry contained in the Reading Book. To know what is a Phrase, and what an Extract or Quotation.

Writing.—To write from dictation a short poetical passage (six or eight lines) from Reading Book read slowly over, and then dictated slowly. Small hand copy-books, with exercises in transcription, regularly dated for each day of pupil's attendance, to be ready for inspection.

Spelling.—To write correctly on a slate words selected from the lessons, and to spell phrases or short sentences from the lessons. To be able to make more advanced combinations in Word Building than those required for 3rd Standard.

Grammar.—(*a.*) To know intelligently the direct grammatical relationship between Nouns and Verbs, Nouns and Pronouns, Nouns and Adjectives, Verbs and Adverbs, and the uses of Prepositions, Conjunc-

* NOTE.—In 4th Standard, and upwards, the Inspector may examine from any Book or Passage, previously unseen by the pupils, which he may select as suitable for the purpose.

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tions, and Interjections. (*b.*) To be able to correct simple grammatical errors—such as a Noun in the singular used with a Verb in the plural, or *vice versa*. (*c.*) To be able to recognise the Subject, the Predicate, and the Object in a simple sentence, and to modify them by words and phrases.

Composition.—To write a short description (not more than 20 lines) of a familiar object—a house, a field, a river, a table, &c.—with correct spelling and grammar.

5th STANDARD.—(5th Class.)

Reading.—To read with fluency, distinctness of articulation, correctness, and intelligence, the Fifth Book of Lessons, or any similar Reading Book approved by the Commissioners. To be acquainted with the meanings of the words and phrases, and to answer, in fully-formed sentences, questions on the matter of the lessons read.* To repeat correctly, and with good expression, about 100 lines of the poetry contained in the Reading Book. To know the object of the principal punctuation marks.

Writing.—To write from memory, in small hand, the substance of a short story (of not more than 20 lines), read out twice, the first time slowly, with correct spelling, correct use of capital letters, grammatical expression, and proper punctuation. Small hand copy-books, with exercises in transcription, regularly dated for each day of pupil's attendance, to be ready for inspection.

Spelling.—To write correctly on a slate or otherwise the more difficult words of the lessons, and to spell phrases or short sentences from the lessons read. To be able to make more advanced combinations in Word Building than what are required in 4th Standard, and to explain the method of forming Nouns, Verbs, and Adjectives from each other.

Grammar.—(*a.*) To be acquainted with the general principles of Syntax. (*b.*) To analyse simple sentences. (*c.*) To correct grammatical errors, such as use of past participle for past tense, incorrect use of the verb "to do" with the verb "to be."

Composition.—To write a simple letter in correct form on any familiar subject, with correct spelling, grammar, and punctuation.

6th STANDARD.—(6th Class.)

Reading.—To read with fluency, distinctness of articulation, correctness, and intelligence, the Sixth Book of Lessons, or any similar Reading Book approved by the Commissioners. To be acquainted with the meanings of the words and phrases, and to answer, in fully-formed sentences, questions on the matter of the lessons read.* To repeat correctly and with good expression about 120 lines of the poetry contained in the Reading Book.

Writing.—To write at once on paper from slow dictation, in a free legible hand, and with correct spelling and punctuation, a paragraph of ten or twelve lines from the Reading Book; also, six detached words selected from the same lesson. Copy-books with exercises of at least one page of transcription, regularly dated for each day of

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* See note on p. 81.

pupil's attendance, to be ready for inspection. Specimens of ornamental Penmanship may be included amongst the exercises.

Spelling.—To write correctly on a slate or otherwise the more difficult words of the lessons, and to spell phrases and short sentences from the lessons. To be familiar with Word Building, especially as regards the formation of English words from Latin and Greek words, with affixes and suffixes.

Grammar.—(*a.*) To be acquainted with the principal Latin and Greek words, prefixes, and affixes employed in the formation of English words. (*b.*) To be able to correct grammatical errors in the use of "shall" and "will," &c. (*c.*) To analyse simple and complex sentences. (*d.*) To paraphrase a short poetical extract.

Composition.—To write a short essay of thirty or forty lines on some familiar subject, with correct spelling, grammar, and punctuation.

II.—ARITHMETIC.

1st STANDARD.—(Infants and 1st Class.)

Infants—up to 1st Class.

(*a.*) Exercises on the Ball-frame. (*b.*) To know the value of numbers up to 10. (*c.*) To set down up to 10 on slate or paper. (*d.*) To add pairs of numbers, the sum not exceeding 10. (*e.*) To perform mentally simple addition of concrete numbers—the totals not to exceed 8.

1st Class.

(*a.*) To read and set down numbers up to, and including, three places of figures. (*b.*) To know the simple Addition Table. (*c.*) To set down correctly, and add on slate or blackboard three numbers, each not exceeding two places of figures. (*d.*) To measure lengths with a tape or rule, up to a foot. (*e.*) To perform mentally Simple Addition and Subtraction of concrete numbers under 10. (*f.*) To know the sub-divisions of 1*s.*

2nd STANDARD.—(2nd Class.)

(*a.*) To read and set down any number up to, and including, four places of figures. (*b.*) To know the Multiplication Table. (*c.*) To work on slate exercises in Simple Addition of not more than five addends of three places of figures each, and easy exercises in Simple Subtraction, and to set down the addends, minuends, and subtrahends correctly from dictation. (*d.*) To measure inches, feet, and yards, with a tape or rule. (*e.*) To weigh ounces and pounds with weights and scales. (*f.*) To perform simple mental calculations in Addition and Subtraction involving concrete numbers. (*g.*) To know the sub-divisions of 10*s.* (*h.*) To know the sub-divisions of a week. (*i.*) To know the clock.

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3rd STANDARD.—(3rd Class.)

(*a.*) To read and set down any number up to, and including, six places of figures. (*b.*) To know the Pence Tables. (*c.*) To work on slate or paper sums in all the simple rules, (1) whole numbers without decimals, (2) whole numbers with decimals. (*d.*) To measure with the Metre scale. (*e.*) To weigh quarter stones, half stones, and stones. (*f.*) To measure pints and quarts. (*g.*) To perform mental calculations involving the use of easy concrete numbers in the four simple Rules. (*h.*) To know the sub-divisions of £1. (*i.*) To know the sub-divisions of a month, and the number of days in each month.

4th STANDARD.—(4th Class.)

(*a.*) To know numeration and notation well. (*b.*) To know the Avoirdupois weight and Coal weight tables. (*c.*) To set down from dictation, and to work on slate or paper, accurately and speedily, a sum of seven lines in addition of money. (*d.*) To measure and to calculate superficial areas of rectangular four-sided spaces, floors of rooms, &c., involving simple calculations of square inches, square feet, square yards. (*e.*) To measure from fluid drachms to ounces, (1) with graduated measures, (2), approximately with a teaspoon, desert spoon, or tablespoon. (*f.*) To perform mentally simple exercises in addition of money. (*g.*) To know sub-divisions of a year.

5th STANDARD.—(5th Class.)

(*a.*) To set down correctly and to perform speedily exercises in addition of money up to 12 lines, subtraction of money, multiplication of money with multipliers up to 1,000, division of money with divisors up to 1,000. (*b.*) To set down correctly from dictation, and to calculate example shop bills involving 10 simple items. (*c.*) To know the tables of linear and square measure, straw weight, and flour weight. (*d.*) To know the sub-divisions of a mile. (*e.*) In addition to practical measurement required for 4th Standard, to measure and calculate area of entire surfaces and cubical contents of rectangular figures, such as boxes, rooms, &c. (*f.*) To measure up in gallons. (*g.*) To perform mentally simple exercises in subtraction, multiplication, and division of money. (*h.*) To perform mentally very simple exercises in addition, subtraction, and multiplication of inches, feet, and yards. (*i.*) To explain the Metric System.

6th STANDARD.—(6th Class.)

(*a.*) To know the *principles* of vulgar and decimal fractions, and to illustrate them by concrete examples. (*b.*) To know Notation and Numeration of vulgar fractions, and to be able to set down and work on paper exercises in addition, subtraction, multiplication, and division of easy vulgar fractions. (*c.*) To work easy exercises in Practice, Unitary Method, and Simple Interest. (*d.*) To be expert in the practical measurement and weighing prescribed for the preceding standards. (*e.*) To be expert in mental calculations involving rules already studied applied to concrete examples.

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III.—KINDERGARTEN METHODS AND MANUAL INSTRUCTION.

1st STANDARD.—(Infants and 1st Class.)

Infants—up to 1st Class.

First Gift. To perform exercises with coloured balls—to distinguish the colour of each ball. To thread coloured beads. Second Gift (Form). Third Gift. Forms of Life and Knowledge. Tablet laying, squares only; Forms of Life.

Fourth Gift (Forms of Life and Beauty). Mat-laying. To perforate patterns for embroidering.

1st Class.

Stick-laying, Forming lines, angles, and figures. Placing from dictation. Placing from drawings. Making drawings on dotted paper of simple designs made with the sticks.

Paper-folding. Observing the similarity and dissimilarity of various flat shapes. Picking out paper-cuts from the drawings and *vice versa*. Folding simple borders from plans. Folding simple flat shapes from plans.

2nd STANDARD.—(2nd Class.)

More advanced exercises in Paper-folding. Polygon and area folding. Drawing plans of various simple folds on dotted paper and on the blackboard.

Brick work. Observations of a solid. Placing one brick from description. Making lines of any length. Oblong Frame and Figure laying. Placing one brick from plan and elevation.

3rd STANDARD.—(3rd Class.)

More advanced exercises on Brick work, placing six or more bricks from description, and from plan and elevation. Transferring points from a brick to the drawing and *vice versa*. Drawing the plan and elevation of several bricks.

Simple exercises in string work. Tying a reef knot, a slip knot, &c., from drawing.

4th STANDARD.—(4th Class.)

More advanced exercises in string work and parcel tying. Sewing in the leaves of a book, &c.

Wirework, bending wire in one plane, forming designs of straight lines to gauge measurement and judgment. Chain work. Drawing the right angle development of an acute angle design. In each case a complete drawing to scale or dimension must be made on dotted paper before the work is begun.

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5th STANDARD.—(5th Class.)

More advanced exercises in wire bending. Introducing designs in two planes and curves. Drawing the plan and elevation and making a design in wire from description. Special encouragement to be given to original designs drawn full size and composite designs stitched on to cardboard.

Flat cardboard work. Making the drawing full size on plain cardboard. Cutting out without the aid of a rule as a guide for the knife. Developments of simple models.

6th STANDARD.—(6th Class.)

More advanced exercises in flat work. Decorating in pencil and colour. Special encouragement should be given to original or part original designs. These designs are best first of all drawn freehand on dotted paper.

Simple scroll work and built up cardboard models by the use of the clinch pin. The drawing to be made either full size or to a scale.

NOTE.—The upper divisions of the 5th and all the 6th Standard in large towns where a workshop is provided, should eventually be put through a course of manual training in woodwork for two hours in each week, by a special teacher, quite separate from the ordinary class teacher. This does not apply to country schools, nor will it be put in operation in the towns, until a centre has been formed and due notice has been given.

IV.—DRAWING.

1st STANDARD.—(Infants and 1st Class.)

INFANTS—UP TO 1ST CLASS.

Drawing lines and simple designs on chequered slates both with rules and freehand. Grooved slates should not be used, and rubbing out mistakes should be discouraged as much as possible.

1ST CLASS.

(*a.*) More advanced designs on dotted paper, both freehand and ruled.

(*b.*) Ruling lines and simple figures from measurement on plain paper.

(*c.*) Freehand straight-lined figures on plain paper.

(*d.*) Repetition of simple forms, both freehand and ruled.

2nd STANDARD.—(2nd Class.)

(*e.*) More advanced exercises in (*b*), (*c*), and (*d*).

(*f.*) Ruling by dictation.

(*g.*) Ruling figures from the blackboard without measurement.

(*h.*) Freehand straight-lined and simple curved figures on plain paper.

(*i.*) Repetition of straight and curved lines, including writing forms.

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3rd STANDARD.—(3rd Class.)

(*j.*) More advanced exercises in (*f*), (*g*), (*h*), and (*i*).

(*k.*) Ruling and freehand from memory.

(*l.*) Bold curves.

(*m.*) Filling in part or the whole copy with parallel lines with pencil or coloured crayons.

4th STANDARD.—(4th Class.)

(*n.*) More advanced exercises in (*k*), (*l*), and (*m*).

(*o.*) Simple freehand copies from wall charts or blackboard, and only very occasionally from small cards.

(*p.*) Simple exercises on scale drawing both on dotted and plain paper. These should be made from very roughly drawn dimensioned sketches.

(*q.*) Memory drawing of very simple forms.

5th STANDARD.—(5th Class.)

(*r.*) More advanced exercises in (*o*), (*p*), and (*q*).

(*s.*) Model drawing of simple regular figures.

(*t.*) Simple geometrical drawing.

(*u.*) Scale making.

(*v.*) Partly original designs in freehand.

6th STANDARD.—(6th Class.)

(*w.*) More advanced exercises in (*r*), (*t*), (*u*), and (*v*).

(*x.*) Unaided original designs in freehand.

(*y.*) Model drawing of simple common objects.

(*z.*) Drawing from nature. Shading from the flat and round. Perspective. Water-colour painting.

NOTE.—The indiarubber should be very sparingly used, if not altogether prohibited. Separate pieces of paper are preferable to drawing books. Coloured paper may be used.
Drawing boards, T and set squares are to be used in all standards above 4th.

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V.—OBJECT LESSONS AND ELEMENTARY SCIENCE.

(ALTERNATIVE COURSES.)

—	COURSE I. Experimental Science.	COURSE II. Principles of Agriculture and Horticulture.	COURSE III. Sound, Light, &c.	COURSE IV. Electricity and Magnetism.
1ST STANDARD, . .	*Infants up to First Class.* Object lessons on natural objects selected *as far as possible* that every child should be able to handle them either in the school or in the home. *First Class.* Twenty object lessons on some common objects or changes, *e.g.*—the fire, candle flame, burning oil, ice, water steam; salt, soda, sugar, flour starch, soap; an egg, butter, milk, cheese, &c.	*Infants up to First Class.* Object lessons on the animals about a farm; their food and usefulness. *First Class.* Twenty object lessons on the principal plants and vegetables in kitchen garden or in farm.	*Infants up to First Class.* Sounds and noises, musical sounds. A piece of looking-glass. Bright and dull substances. Transparent and opaque substances. *First Class.* Twenty object lessons. High and low notes. Colours. Breaking up of white light by piece of glass or bottle of water. Heat from the sun, burning glass.	*Infants and First Class.* General object lessons to cultivate careful observation. See Course I.
2ND STANDARD, . .	Twenty object lessons on:—The properties of common substances—Brittleness, malleability, solubility, hotness, coldness and hardness, melting, evaporation, solids, liquids, gases.	Twenty object lessons on tools or implements used in farm or garden. Daily life on a farm. Ploughing sowing reaping the dairy, flour, milk, &c., &c.	Twenty object lessons on:—Tuning fork echoes, effects of heat on substances. Methods of conveying heat from one place to another. Plane mirror image in a bent piece of polished metal.	Twenty object lessons on:—Effects of rubbing such substances as amber, sealing wax, glass, ebonite, with silk, flannel, &c. The Electroscope.
3RD STANDARD, . .	Measurement of lines, areas and volumes. Water displaced by a body immersed in it. The see-saw or lever leading to a knowledge of the pair of scales or balance. Relative weight of different kinds of material.	Character of the root, stem, leaves, flower, and fruit of *common* plants. Effects of watering, heat, frost, &c., on plants.	Melting, dissolving in hot and cold water. Expansion the thermometer. Its construction and use. Boiling and freezing points.	Properties of magnets. Attraction, repulsion, magnetisation. The compass needle.

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4TH STANDARD,	Floating bodies. Weight of a body in water. Air has weight. Water pressure, U tube, barometer, syphon. General effects of heat on matter. Expansion. Measurement of hotness by thermometer. Evaporation, moisture in the air. Weather observations. Soluble and insoluble substances. Experiments to elucidate nature of burning in air. Changes in appearance and weight of various substances heated in air.	Functions of different parts of a plant, the food supply of a plant. The necessity for cultivation. Fruits, buds, tubers, seeds.	Evaporation. Heat capacity. Revision of previous work. Measurement of heat.	Simple magnetic fields of earth, bar magnet, horseshoe magnet. Terrestrial magnetism. Mariner's compass.
5TH STANDARD,	The units of heat and temperature. Revision of relative weight experiments. The rusting or slow changes occurring to iron, copper, lead and phosphorus, in the air. Active and inactive part of air. Solution of metals in acids and gases evolved in the process. Inflammable air or hydrogen. Liquid produced by burning hydrogen shown to be water. Decomposition of steam by heated iron.	The effects of sunlight, soil, and the atmosphere on growth of a plant. Different kinds of soil, their mechanical characters and treatment. Crops best suited to each.	Intensity of light, shadows. Pinhole camera. Reflection, mirrors. Refraction. Simple explanation of magnifying glass.	Voltaic battery, and notions of a current. Magnetic and heating effect of a current. Galvanometer, electric bell.
6TH STANDARD,	Revision of heat experiments. Lime chalk, and marble. Effects of heat, water, and acids on each. Measurement of gases evolved. Chalk gas proved to be identical with that produced by burning carbon in oxygen. Experiments to show chalk = lime + carbonic acid gas. Hard and soft water.	The purpose of the various operations of a farm. The use and nature of manure; drainage of the land. Broad classification of common plants, and chief characteristics of each class.	Propagation of sound. Elementary notions of vibrations and waves. Echoes. Qualities of sounds, pitch.	Chemical effect of a current. Electrolysis. Electric telegraph. Telephone. Production of a current by moving a coil in a magnetic field. Elementary facts of statical electricity.

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Revised Programme of Instruction in National Schools.

VI.—SINGING.

A.—Tonic Sol-fa.
B.—Staff Notation.

1st STANDARD.—(Infants and 1st Class.)

Infants—up to 1st Class.

To sing sweetly, in unison, any three approved school songs.

1st Class.

A.—1. To sing from the Examiner's (or Teacher's) pointing on the Modulator the tones of the chord of *Doh* in any easy order.

2. To sing sweetly, in unison, any three approved school songs.

B. To sing sweetly, in unison, any three approved school songs.

2nd STANDARD.—(2nd Class.)

A.—1. To sing from the Examiner's (or Teacher's) pointing on the Modulator the tones of the chord of *Doh* in any order.

2. To sing any six previously prepared exercises with time and tune combined on the First Step of the Method.

3. To sing sweetly, in unison, any four approved school songs.

B.—1. To sing from the Examiner's (or Teacher's) pointing on a Blank Staff, the tones of the chord of *Do* in any order.

2. To sol-fa any six previously prepared exercises of a very elementary character, with tune and time combined.

3. To sing sweetly, in unison, any four approved school songs.

3rd STANDARD.—(3rd Class.)

A.—1. To sing from the Examiner's (or Teacher's) pointing on the Modulator the tones of the chords of *Doh* and *Soh* in any easy order.

2. To sing any six previously prepared exercises with time and tune combined on the Second Step of the Method.

3. To sing sweetly, in unison, any six approved school songs.

B.—1. To sing from the Examiner's (or Teacher's) pointing on a Blank Staff the tones of the chords *Do* and *Sol* in any easy order.

2. To sol-fa any six previously prepared exercises of an elementary character with time and tune combined.

3. To sing sweetly, in unison, any six approved school songs.

4th STANDARD.—(4th Class.)

A.—1. To sing from the Examiner's (or Teacher's) pointing on the Modulator simple passages in the major diatonic scale.

2. To sing any six previously prepared exercises with time and tune combined, on the Third Step of the Method.

3. To sing sweetly, in unison, any eight approved school songs.

B.—1. To sing from the Examiner's (or Teacher's) pointing on a Blank Staff, simple passages in the major diatonic scale.

2. To sol-fa any six previously prepared exercises of a simple character, containing all the tones of the major diatonic scale.

3. To sing sweetly, in unison, any eight approved school songs.

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5th STANDARD.—(5th Class.)

A.—1. To sing from the Examiner's (or Teacher's) pointing on the Modulator, simple passages, including transition to first sharp or flat keys; also simple passages in the Minor Mode.

2. To sing any six previously prepared exercises with time and tune combined, containing transitions of one remove.

3. To sing from notes, in two or more parts, any three approved school songs.

B.—1. To sing from the Examiner's (or Teacher's) pointing on a Blank Staff, simple passages in the keys of G, D, F, or B♭; also simple passages in the Minor Mode.

2. To sing any six previously prepared exercises with time and tune combined, in the keys of G, D, F. or B♭.

3. To sing from notes, in two or more parts, any three approved school songs.

6th STANDARD.—(6th Class.)

A.—1. To sol-fa from the Examiner's (or Teacher's) pointing on a Blank Staff, simple diatonic passages in any key.

2. To sing any six previously prepared exercises of a simple character in Staff Notation—each exercise to be in a different key.

3. To sing from notes in either Tonic Sol-fa or Staff Notation, and in two or more parts, any three approved school songs.

B.—1. To sing from the Examiner's (or Teacher's) pointing on a Blank Staff, diatonic passages in any key.

2. To sol-fa any six previously prepared exercises of a fairly advanced character—each exercise to be in a different key.

3. To sing from notes, in two or more parts, any three approved school songs.

NOTE.—The Modulator and Blank Staff Tests will be given in the first instance to the whole class collectively. These Tests may be afterwards, at the discretion of the Examiner, applied to the class taken in groups of not less than four pupils at a time.

VII.—SCHOOL DISCIPLINE AND PHYSICAL DRILL.

1st STANDARD.—(Infants and 1st Class.)

INFANTS—UP TO 1ST CLASS.

Babies' Drill—Good Manners.

1ST CLASS.

March in step. Right and left turns, as in marching. Arm exercises. Head movements. Combination exercises. Musical Drill. School games. Deportment. Politeness. Good manners. Respect for parents and superiors. Punctuality.

2nd STANDARD.—(2nd Class.)

March at a uniform rate, at even distances, and with good carriage. Right, left, half-right and half-left turns. March to position for exercises instead of wheeling. Arm exercises. Head movements. Body (trunk) movements. Feet and legs movements. Combination exercises. Musical drill. School games. Deportment. Politeness. Good manners. Respect for parents and superiors. Punctuality.

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3rd STANDARD.—(3rd Class.)

Marching (as for 2nd Standard). Change step on the march. Counter-marching. Running in step. Turns.—Right turn; left turn; half-right turn; half-left turn; right-about turn. Wheeling in fours, forwards and backwards. Opening and closing of ranks for exercises. Dumb-bells. School games. Deportment. Politeness. Good manners. Respect for parents and superiors. Punctuality.

4th STANDARD.—(4th Class.)

Marching (as for 3rd Standard). Change step, and do the right-about turn on the march. March in line forwards and backwards. Turns, wheeling, &c. (as for 3rd Standard). School games. Deportment. Politeness. Good manners. Respect for parents and superiors. Punctuality.

5th STANDARD.—(5th Class.)

Marching and Drill (as for preceding Standards). Stave exercises. School games. Deportment. Politeness. Good manners. Respect for parents and superiors. Punctuality.

6th STANDARD.—(6th Class.)

Marching and Drill (as for preceding Standards). Indian club exercises or stave exercises. School games. Deportment. Politeness. Good manners. Respect for parents and superiors. Punctuality.

VIII.—COOKERY AND LAUNDRY WORK.

1st STANDARD.—(Infants and 1st Class.)

Infants—up to 1st Class.

Personal Cleanliness—hands, nails, hair, teeth, tidiness, neat sleeves. Orderly arrangement of kitchen utensils.

1st Class.

A. *Cookery.*—Cleaning plates, earthenware, spoons, &c., used for or in connection with food. Personal cleanliness. Use of old gloves to save hands.

B. *Laundry Work.*—Reasons for washing, *e.g.*, cleanliness, sanitation, &c. Uses of soap, blue, starch, hard and soft water.

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2nd STANDARD.—(2nd Class.)

A. *Cookery.*—Cleaning pots, pans, knives, forks, firegrates, stoves, kitchen-ranges, fireirons, &c. Preparing for cooking potatoes and cabbage. Use of salt. Toasting bread.

B. *Laundry Work.*—General rules for washing, steeping, wringing, mangling, boiling. Washing pair of stockings.

3rd STANDARD.—(3rd Class.)

A. *Cookery.*—"Setting" fires, lighting fires, cooking potatoes and cabbage. Making colcannon. Uses of meal—making "stirabout" or porridge, gruel. Slicing and frying potatoes. Uses of lard. Boiling, frying, and poaching eggs. Cutting and buttering bread. Making tea, coffee, and cocoa. Uses of milk.

B. *Laundry Work.*—Scrubbing and cleaning. Washing white articles. Washing a shirt, a collar, a cuff, &c.

4th STANDARD.—(4th Class.)

A. *Cookery.*—Uses of yeast, barm, &c. Making griddle bread. Mixing flour. Cooking bacon—boiling, toasting, &c. Frying rashers and eggs. Cooking—turnips, carrots, onions, peas, cauliflowers, &c.

B. *Laundry Work.*—Dry-starching, clear-starching. Washing linen and prints, coloured materials, &c. Making-up a pinafore or baby's bonnet (plain).

5th STANDARD.—(5th Class.)

A. *Cookery.*—Uses of pepper, vinegar, &c. Broiling and frying chops and steaks. Cooking sausages. Boiling mutton. Making broth. Uses of potherbs. Roasting mutton, basting. Re-heating and re-serving cold meats. Preparation of salt meat for cooking. Boiling a ham or corned beef with cabbage. Choosing and preparing fish for cooking. Cooking herrings. Setting a table for various meals. Making a rice, tapioca, sago, or semolina pudding. Making an apple dumpling. Making pan-cakes.

B. *Laundry Work.*—Heating and using flat and box irons. Cleaning irons. Ironing handkerchiefs and linen. Starching, glazing, and making up white blouses, sun bonnets, &c.

6th STANDARD.—(6th Class.)

A. *Cookery.*—Roasting and boiling beef, fowl, &c. Soup and beef-tea. Chicken gravy. Cooking lamb, pork. Making beefsteak pie. Boiling sheep's head. Stewing rabbits. Making Irish stew. Cooking tripe and cowheel. Cooking cod-fish, hake, mackerel, plaice, sole, &c. Making parsley sauce, white sauce, &c. Stewing fruit. Making apple, gooseberry, rhubarb, &c., pies or tarts. Uses of preserves, jam, &c.

B. *Laundry Work.*—Bleaching, Removing stains. Uses of ammonia, soda, borax, paraffin, turpentine. Uses of disinfectants. Condy's fluid. Carbolic acid. Starching, glazing, ironing (including goffering). Folding and packing made-up articles.

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IX.—NEEDLEWORK.

1st STANDARD.—(Infants and 1st Class.)

Infants—up to 1st Class.

Needle Drill—Knitting Pin Drill—Hemming with Coloured Cotton.

1st Class.

To knit on two needles, learning how to cast on stitches, to fold a strip of paper as if for turning down a hem, to thread a coarse needle, and to use a thimble for putting the needle through the paper in making a hemming stitch.

2nd STANDARD.—(2nd Class.)

To knit on four needles (a wristlet), learning how to cast off stitches, to hem on calico, to run and top-sew. When material is available, and sufficient practice has been had, children of this Standard to be occupied in hemming squares for handkerchiefs, making plain pillow-cases, and babies' first shirts.

3rd STANDARD.—(3rd Class.)

To knit the leg of a sock or stocking, with rib; also (in sewing), to be taught stitching, and run-and-fell seam, and how to make a simple pinafore, or a woman's apron. One or other of these articles to be completed by pupil during year.

4th STANDARD.—(4th Class.)

The work of previous years; also (in knitting) to turn the heel of a stocking and pick up stitches for foot; (in sewing), plain patching, darning stitch, sewing on of strings, how to make a plain chemise or a more advanced style of pinafore than is taught in previous Standard. One or other of these garments to be completed during year.

5th STANDARD.—(5th Class.)

The work of previous year, with increased proficiency; also (in knitting) to narrow for toe of sock, and close it; and (in sewing), how to work a buttonhole, to sew on a button, and to darn a round hole in stocking-material, running to half an inch beyond hole, and leaving loops. Pupils to be taught how to cut out a chemise. Garment to be made during year—a chemise, with opening in front, closed by button and buttonhole.

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6th STANDARD.—(6th Class.)

Work of previous year; also (in knitting) to shape the leg of a long stocking by narrowing; and (in sewing), sewing on gathers, herring-bone stitch, how to patch flannel, how to cut out an overall or a boy's shirt. Garment to be made—an overall, with yoke and sleeves, a girl's nightdress, or a boy's shirt. This Standard should be taught how to mend worn articles of clothing by darning and patching, done on garments in need of repair.

X.—OPTIONAL OR EXTRA BRANCHES.

NOTE.—*If these subjects are taught outside school hours Special Fees may be paid for the instruction.*

IRISH.

First Year.—(*a.*) Translation into English of the Irish phrases in First and Second Books of the Society for the Preservation of the Irish Language. (*b.*) Such Grammatical information as is incidentally included in these books. (*c.*) Writing either round or small hand from an Irish copy-book.

Second Year.—(*a.*) Translation into English of the Irish phrases in the "Simple Lessons in Irish," by the Rev. E. O'Growney, Parts I. and II. (*b.*) Translation into Irish of the English phrases in Part I. of the "Simple Lessons in Irish." (*c.*) To write down easy words and phrases dictated from Part I. of the "Simple Lessons in Irish."

Third Year.—(*a.*) Translation of Forus Feasa, or, as an alternative, of the first half of Diarmuid and Gráinne. (*b.*) Translation into Irish of the English phrases in the "Simple Lessons in Irish," Part II. (*c.*) To write down with fairly correct spelling an easy Irish passage dictated from the "Simple Lessons in Irish," Part II. (*d.*) Grammar—aspiration, eclipsis, article, noun, pronoun, adjective, regular verb, and the verbs *tá* and *is*.

FRENCH.

First Year.—First part of Hall's First French Book or an equivalent portion of a similar work. Simple oral questions.

Second Year.—Second and Third parts of Hall's First French Book or an equivalent portion of a similar work. Simple phrases only.

Third Year.—Any approved book of French prose. Translation of an easy passage of English into French. Fair correctness of pronunciation.

LATIN.

First Year.—Smith's Principia Latina, Part I., or any similar elementary book.

Second Year.—One book of Cæsar, or one book of Virgil.

Third Year.—One additional book of Cæsar or Virgil, or not less than 500 lines of Ovid, or Horace, or Juvenal, or of the Georgics of Virgil. An easy passage of at least twenty lines to be translated into Latin prose.

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MATHEMATICS.

First Year.—Arithmetic—Advanced course. Euclid: Book 1. Mensuration: Area of Rectilineal Figures. Algebra: Definitions—simple rules—computation of algebraic expressions—easy simple equations.

Second Year.—Euclid: Book II. Mensuration: Circle, ellipse, zone, surfaces of the principal solids. Algebra: Simple equations and problems producing them—simultaneous equations—algebraic fractions—involution and evolution.

Third Year.—Euclid: Books III. and IV., with the first eight Propositions of Book VI. Mensuration: Solidity of prism, cylinder, cone, and sphere—artificer's work. Algebra: Quadratic equations and problems producing them—theory of integer, fractional and negative indices—surds—binomial theorem, with integer indices.

INSTRUMENTAL MUSIC.—(Piano.)

First Year.—1. To play any two major scales up to and including three sharps and three flats named by the Examiner.

2. To play, in good time and with proper fingering, any six exercises selected by the Teacher, from Czerny's 101 exercises, or any similar work.

3. To bring to the Examiner any six easy pieces or tunes, and play in good time, and with proper fingering, any one which he may select.

Second Year.—1. To play at a moderate pace, and through the whole compass of the keyboard, any two major and minor scales named by the Examiner, and any minor scale selected by the Teacher.

2. To play any four studies, selected by the Teacher, from Czerny's "School of Velocity," or any similar work.

3. To bring to the Examiner any four pieces, presenting no serious difficulties in execution, and to play in good time, and with proper fingering, any one of these which he may select.

4. To explain the key and time signatures, and the words and signs used in the pieces played.

A. R. HAMILTON,
P. E. LEMASS, } *Secretaries.*

National Education Department,
December, 1900.

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1900-1.

(*b*). NEW RULES AND REGULATIONS.

I.—RULES APPLICABLE TO *ALL* PRINCIPAL AND ASSISTANT TEACHERS.

Gradation.

1. All Principal and Assistant National Teachers (except the Teachers of Monastery and Convent Schools, paid by capitation rate) are divided into three grades—the first, or highest grade, containing two sections.

2. The number of Teachers recognised in each grade above the third grade, and in each section of the first grade, is fixed from time to time by the Commissioners.

3. The Commissioners periodically fill vacancies in the first and second grades in accordance with the prescribed conditions.

4. The system of promotion by examination and service, hitherto in force, is abolished for all Teachers.

5. Annual examinations of Teachers, except Queen's Scholars, provisionally recognised Teachers, Pupil Teachers, and Monitors, are abolished.

6. In future a Teacher, on leaving a Training College and receiving a diploma and certificate, will have no further examinations to undergo. The Training Certificate will set forth the attainments and specify in detail the qualifications of a special character, if any, possessed by the Teacher.

7. A Roll or Register of National Teachers is kept in the Education Office. This Roll shows the grade, classification, qualifications, positions in schools, service, promotions, depressions, &c., of each Teacher.

8. Teachers of exceptional ability and qualifications are eligible for appointment as Sub-Inspectors of National Schools.

Grade Salaries and Continued Good Service Salaries.

9. A special rate of Salary (called the Grade Salary) is fixed for each grade of Teachers. The Grade Salary in every case includes the corresponding Class Salary as fixed under the Rules in operation in the year 1892, and also 20 per cent. additional to such Class Salary.

10. A special scale of Continued Good Service Salaries is also arranged for each Grade of Teachers. The Grade Salary may be supplemented by periodic awards of Continued Good Service Salary,

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according to the scale of such Continued Good Service Salary arranged for the Grade. Awards of Continued Good Service Salary may be made to Teachers of schools with an average attendance of twenty pupils or above, when the Commissioners are satisfied that the work done in the school is satisfactory, and that reasonable progress has been made in the proficiency of the pupils.

11. The following are the rates of Grade Salary and scales of Continued Good Service Salary for teachers in schools having an average attendance of twenty pupils or upwards. The grant of Continued Good Service Salary is made triennially. The date from which any award of Continued Good Service Salary may be made is determined by the Commissioners. The Commissioners reserve to themselves the right to alter the rates of Grade Salaries and the scales of Continued Good Service Salaries from time to time with the approval of the Treasury.

Scales of Salary and Increments (Principal Teachers).

PRINCIPALS.

	Grade.	Grade Salary.	Continued Good Service Salary—Triennial Increments.		Maximum Income exclusive of Residual Capitation Grant.
			Increment.	Number of Increments.	
		£	£		£
(a) *Males.*	III.	56	7	3	77
	II.	87	10	2	107
	I².	117	10	1	127
	I¹.	139	12	3	175
(b) *Females.*	III.	44	7	3	65
	II.	73	8	2	89
	I².	97	8	1	105
	I¹.	114	9	3	141

Scales of salaries, Assistants.

ASSISTANTS.

(*a*). Assistants generally, . { Males, from £56 to £77. Females, from £44 to £65.

(*b*). Assistants entitled to Bonuses under Irish Education Act, 1892. { Males, from £56 to £86. Females, from £44 to £72 10*s*.

The increments of Continued Good Service Salary are at same rate as for III. Grade Principals. The Bonus is awarded when it becomes due in addition to the increments of Continued Good Service Salary.

Capitation Grant.

12. A portion of the total State Grants available for the payment of Teachers' incomes is allocated as an Annual Capitation Grant.

This portion of the Teachers' incomes is liable to fluctuation in accordance with the average attendance at the schools and with other conditions. The distribution of the Capitation Grant as between

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Principals and Assistants is made in accordance with the following scale:—

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Average Attendance at School.	Number of Assistants.	Share of Residual Capitation Grant.				
		Principals.	Assistants.			
		—	1st.	2nd.	3rd.	4th.
80	1	60	20	—	—	—
95	1	60	35	—	—	—
100	2	60	35	5	—	—
120	2	60	35	25	—	—
140	2	70	35	35	—	—
185	3	80	35	35	35	—
230	4 &c.	90 &c.	35	35	35	35

13. Teachers of small schools, situated on the mainland, with an average attendance under 10, are paid a Capitation Grant of £1 15*s.* and Residual Capitation Grant, for each pupil in average attendance. If such schools are on islands remote from the mainland, the Teachers may receive a Capitation Grant of £3 10*s.* and Residual Capitation Grant, for each pupil in average attendance. Payments to Teachers of small Schools.

14. Teachers of small schools, with an average attendance of 10 but under 20 pupils, are paid uniformly, in lieu of all emoluments from the State, at the salary fixed for Female Teachers of the Third Grade, with Residual Capitation Grant, but are not entitled to Continued Good Service Salary. It is desirable that Teachers of schools with averages from 10 to 19 pupils should be women.

15. The incomes granted to Teachers are their remuneration from the State for all work done during "school-hours," as defined in Rule 9 (Code of 1898), except where otherwise provided. In the case of schools having the privilege of paid Monitors, the State incomes must also cover the necessary extra special instruction of such Monitors.

16. Principal Teachers do not lose the grades to which they have attained, on account of decline in the average attendance at their schools, but their salaries may be reduced in accordance with Rules 24, 25, 26, and 27.

17. Principal Teachers out of employment for a time retain their respective grades, provided they obtain re-employment within a year as Principals. If not re-employed within a year, the Commissioners determine whether, when re-employed as Principals, they can retain their former grades or in what lower grades they may be recognised, respectively. This regulation does not apply to Principals who may be dismissed from their schools for irregularities, breaches of rule, &c. Principal Teachers if re-employed as Assistants come under the rules applicable to Assistants.

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New Rules and Regulations.

Promotion.

18. Promotion from a lower to a higher grade, and from the second to the first section of the highest grade, depends on (*a*) training; (*b*) position in school; (*c*) ability and general attainments; (*d*) good service; (*e*) seniority.

19. No Teacher of a school in which the average attendance is under thirty, is eligible for promotion to the second grade.

20. No Teacher of a school in which the average attendance is under fifty is eligible for promotion to the first grade.

21. No Teacher of a school in which the average attendance is under seventy, is eligible for promotion to the first section of the first grade.

22. A Teacher promoted from a lower to a higher grade receives, on promotion, the salary fixed for the grade to which promoted, but without any immediate addition of Continued Good Service Salary. Teachers must, as a rule, remain three years on the maximum of a grade before becoming eligible for promotion to a higher grade.

23. The time during which a Teacher is out of employment does not count as service on which an award of Continued Good Service Salary may be based.

24. Teachers of the first grade shall not have their salaries reduced on account of decline in the average attendance, unless the average is below thirty-five for one calendar year.

25. Teachers of the second and third grades shall not have their salaries reduced on account of a decline in the average attendance, unless the average is below twenty for one calendar year.

26. Should the decline in the average attendance appear to the Commissioners to be due to a Teacher's inefficiency, or neglect of duty, the salary is liable to reduction at any time irrespectively of the numerical extent of the decline.

27. The income of any Teacher may be decreased for inefficiency or other sufficient cause at any time at the discretion of the Commissioners.

Promotion of Assistants—Incomes.

28. Assistants on promotion to Principalships receive an initial income of (*a*) Grade Salary, or of (*b*) Grade Salary and Continued Good Service Salary combined, equal to their incomes as Assistants under one or other of these heads, as the case may be.

Recognition of Assistant Teachers.

29. The recognition of future Assistant Teachers, and the continued recognition of existing Assistant Teachers, will be determined, so far as the condition of an adequate attendance of pupils is concerned, by the average attendance for the calendar year ended on the 31st December. If the average attendance required for an Assistant in any school is sufficient for any calendar year ending on the 31st December, such Assistant may, as a rule, be recognised till the end of the calendar year ending on the 31st December immediately following, although the average attendance for such succeeding calendar year is not sufficient under the rules. At the end of such calendar year of insufficient average attendance, the Assistant can no longer be recognised under any circumstances, and it must be assumed that the services of such Assistant are no longer required.

No new Assistant can be recognised, except in the case of Schools aided by the Commissioners for the first time, and no Assistant can be restored to recognition, unless the average attendance for the

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calendar year ending on the 31st December immediately preceding the date from which application is made for recognition, is sufficient under the rules. But should the average attendance for the calendar year ending on the 31st December, during which an Assistant is appointed or continued, prove sufficient under the rules, recognition of such Assistant may be granted from the date of such appointment.

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The privileges provided in this rule will be extended only to cases of Assistants in schools where the average attendance has been reduced temporarily owing to epidemics, extreme severity of weather, or other exceptional cause. In schools in which it is obvious that the attendance has permanently declined below the required number, or in which there is no exceptional cause to account for the falling off in the attendance, recognition of an Assistant may be withdrawn at the end of the second quarter in which such reduction in the attendance is manifested.

30. The rules relating to the average attendance required to warrant the appointment or retention of Assistants shall be regarded as in operation from the 1st April, 1900; but decisions on questions of average attendance that were provisionally made by the Commissioners before the time these Rules received the final sanction of the Government and the Treasury, under the Rules hitherto in operation or under interpretations of the Rules hitherto in operation, and which were deemed equitable during the transition from the old system of payments to the new system of payments, shall be deemed as valid decisions. Further, cases in which the application of the new Rules as to average attendance would deprive, during the twelve months ending 31st December, 1901, existing Teachers of privileges as to average attendance acquired under the old regulations, shall be specially considered, and in all such cases the Commissioners may grant the Teachers the benefits of the old regulations for the twelve months in question.

II.—RULES SPECIALLY APPLICABLE TO PRINCIPAL AND ASSISTANT TEACHERS APPOINTED ON OR AFTER THE 1ST APRIL, 1900.

31. The "classification" of Teachers, as hitherto understood, is abolished in the case of Teachers appointed on or after 1st April, 1900. Classification abolished.

32. Teachers recognised for the first time on or after the 1st April, 1900, rank, on appointment, in the third grade only. Gradation.

33. No Teacher appointed for the first time, on or after the 1st April, 1900, is eligible for promotion beyond the third grade if not trained in a recognised Training College, unless under exceptional circumstances and by special order of the Commissioners. Promotion.

34. No Teacher appointed for the first time, on or after the 1st April, 1900, trained or untrained, is eligible for promotion beyond the third grade while recognised as an Assistant, unless under exceptional circumstances and by special order of the Commissioners.

35. No person appointed Principal Teacher for the first time, on or after the 1st April, 1900, can be recognised in that capacity if not trained in a recognised Training College, unless under exceptional circumstances and by special order of the Commissioners. Recognition as Principal.

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III.—RULES SPECIALLY APPLICABLE TO PRINCIPAL AND ASSISTANT TEACHERS APPOINTED PRIOR TO THE 1st APRIL, 1900.

New Rules and Regulations.

Incomes of Teachers in the service before the 1st April, 1900.

* 36. (*a.*) Principal and Assistant Teachers in the Service before the 1st April, 1900, will be awarded incomes under the new regulations, at least equal to their average emoluments under the old regulations from State sources, for the three years ended on the 31st March, 1900. The portions of these incomes, consisting of Grade Salary, or of Grade Salary and Continued Good Service Salary combined, as the case may be, will be *personal* to the Teachers concerned, and may be retained on change from one school to another, provided (1) that the average attendance in the school to which a Teacher changes is sufficient under the new Rules to warrant a payment equal to the personal portion of the income, and (2) provided that there is no alteration in the rank of the Teacher from Principal to Assistant, or from Assistant to an inferior position owing to the change of school.

If the average is not sufficient under the new rules to warrant the Teacher's former salary, or if the Teacher is reduced in rank, the Teacher will be awarded such lower income as the average attendance may warrant, or such as his position may warrant, provided the latter income does not exceed his former income as Principal.

Should, however, the income of any Teacher (exclusive of Residual Capitation Grant), awarded under the rules, be higher than the maximum Grade Salary and the maximum Continued Good Service Salary combined, as fixed in the scales of salaries, such income can be retained on change of school, provided the average attendance at the school to which the Teacher changes is not less than the average attendance at the school which the Teacher has left, and also provided that the circumstances of the two schools are similar as regards the emoluments of the teaching staffs taken into consideration when fixing the incomes on the 31st March, 1900, and, further, provided that the Teacher is employed in a similar capacity in the school to which transferred to that in which the Teacher was employed in the school from which the change has been made. If these conditions are not fulfilled, the amount of the salary of the Teacher on change of school will be specially determined by the Commissioners.

Classification retained.

Principal Teachers in the service before the 1st April, 1900, while retaining their present classification, come for financial purposes under the new system of gradation and consequent emoluments in accordance with the conditions laid down in Rule 37.

Arrangements for joining the new Grades.

37. For Principal Teachers who were in the service as Principal Teachers before the 1st of April, 1900, the following special arrangements are made for joining the new Grades:—

(*a.*) Principal Teachers of any Class in Schools with an average attendance of 10 but under 20, having incomes (exclusive of Residual Capitation Grant) less than the Grade Salary assigned in Rule 11 for Third Grade Teachers, receive as an initial salary from the 1st April, 1900, the Grade Salary so assigned for Third Grade Teachers.

* NOTE.—In the case of Teachers who are Candidates for promotion at the annual examinations of 1900, or who had entered as Queen's Scholars into Training Colleges for the year of training, 1899-1900, special consideration will be given to any promotion in Classification to which they would have been entitled, when fixing their future incomes from the State

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(*b.*) Principal Teachers of any Class having incomes less than the maximum income (exclusive of Residual Capitation Grant) assigned in Rule 11 for Third Grade Teachers, are eligible for an increase of income by an increment or by increments, as Continued Good Service Salary, or otherwise, to the maximum limit of the scale of income so assigned for Third Grade Teachers.

Provided that the average attendance in the schools of such classed Teachers is not less than 20.

(*c.*) Principal Teachers of the First or Second Class having incomes less than the maximum income (exclusive of Residual Capitation Grant) assigned in Rule 11 for Second Grade Teachers, are eligible for an increase of income by an increment or increments, as Continued Good Service Salary or otherwise, to the maximum limit of the scale of income so assigned for Second Grade Teachers.

Provided that the average attendance in the schools of such Classed Teachers is not less than 30.

(*d.*) Principal Teachers of the First Class having incomes less than the maximum income (exclusive of Residual Capitation Grant) assigned in Rule 11 for Second Division of First Grade Teachers, are eligible for an increase of income by an increment or increments, as Continued Good Service Salary or otherwise, to the maximum limit of the scale of income so assigned for Second Division of First Grade Teachers.

Provided that the average attendance in the schools of such Classed Teachers is not less than 50.

(*e.*) Principal Teachers of the First Division of First Class having incomes less than the maximum income (exclusive of Residual Capitation Grant) assigned in Rule 11 for Teachers of the First Division of First Grade, are eligible for an increase of income by an increment or increments, as Continued Good Service Salary or otherwise, to the maximum limit of the scale of income so assigned for Teachers of the First Division of the First Grade.

Provided that the average attendance in the schools of such Classed Teachers is not less than 70.

38. Assistant Teachers in the service before the 1st April, 1900, while retaining their classification, come, for financial purposes, under the new system of gradation and consequent emolument, in accordance with the following conditions:—

If such Teachers have incomes (exclusive of Residual Capitation Grant) higher than the maximum limit of the scale of incomes assigned for Assistant Teachers, they may retain such higher income as personal so long as they remain Assistants.

If such Teachers have incomes (exclusive of Residual Capitation Grant) less than the maximum limit of the scale of incomes assigned for Assistant Teachers, they are eligible for an increase of income by an increment or by increments, or otherwise, to the maximum limit of such scale of incomes.

39. In small schools of from 10 to 19 pupils in which men were employed as Teachers before the 1st April, 1900, such Teachers are paid a *personal* income equal to the salary fixed for Male Teachers of the Third Grade, with Annual Capitation Grant, so long as they remain in charge of the schools.

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40. The cases of Assistants highly classed under the rules hitherto in force, but not receiving full class Salary, may be specially considered on their promotion to Principalships.

New Rules and Regulations.

41. Teachers in the service before the 1st April, 1900, who, under the rules hitherto in force, were not required to be trained as a condition of promotion to First Class, continue to enjoy a similar privilege with regard to gradation, but must qualify for promotion in other respects in accordance with the foregoing conditions.

42. Model School Teachers and others in the service prior to the 1st April, 1900, having scales of salaries better than those now fixed (see Rule 11) will be allowed to retain such scales as personal so long as they occupy the same or similar positions as they did on the 31st March, 1900.

43. Cases in which in the judgment of the Commissioners any of the rules in Section III. would operate inequitably, will be specially considered.

IV.—RULES APPLICABLE TO CONVENT AND MONASTERY CAPITATION SCHOOLS AND TO SPECIAL TEACHERS.

Convent School.

44. The Conductors of Capitation Convent and Monastery Schools receive Capitation Grants in lieu of all emoluments from the State. The rate of the Capitation Grant for the year commencing 1st April, 1900, is, in each case, at least equal to the average State income of the school per head, calculated as a rule on the average attendance for the three years ended on the 31st March, 1900. There will be three rates of Capitation Grant (exclusive of Residual Capitation Grant under the provisions of the Fourth Schedule to the Irish Education Act of 1892), viz., 25*s*., 30*s*., and 35*s*. All schools having an average Capitation Grant (exclusive of Residual Capitation Grant) less than 25*s*. will receive the 25*s*. rate as from the 1st April, 1900. All schools having an average Capitation Grant (exclusive of Residual Capitation Grant) greater than 25*s*. but less than 30*s*. may reach a Capitation Grant of 30*s*. by triennial increments of 1*s*. to the average Capitation Grant, and all schools having an average Capitation Grant (exclusive of Residual Capitation Grant) greater than 30*s*. but less than 35*s*., may reach a Capitation Grant of 35*s*. by triennial increments of 1*s*. to the average Capitation Grant. These Capitation rates, plus the Residual Capitation Grant, will include all payments from the State for work done during the ordinary school hours.

Convent and Monastery Capitation Schools having incomes from the State (exclusive of Residual Capitation Grant) equal to a Capitation Grant higher than the maximum Capitation Grant, will be paid at the higher rate for three years on the understanding that such payment, together with Residual Capitation Grant, will cover all work done in the school *both inside and outside school hours*. At the end of the three years, dated from the 1st April, 1900, such schools will be paid for work done during the ordinary school hours only at the maximum Capitation rate fixed for Convent and Monastery Schools, plus Residual Capitation Grant. For extra branches taught *outside* school hours, the Conductors will *then* receive the usual fees. Should any of these Convent Schools wish to come under the new Regulations before the expiration of the three years' period, they will have the privilege of doing so.

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No Convent Capitation School, aided for the first time, can be granted more than the 25s. rate and Residual Capitation Grant.

Appendix. Section II., F. New Rules and Regulations.

The rate of the Capitation Grant in the case of Convent Schools will be determined in future by the Board after consideration of the work done in the school, and of the reports thereon, and may be increased or diminished at the discretion of the Commissioners.

Workmistresses, Industrial Teachers, and Junior Literary Assistants.

45. No new appointments of Workmistresses, Industrial Teachers, or Junior Literary Assistants, will be made, but a class of Teachers will be recognised as "Manual Instructresses," and will be expected to give instruction not only in Needlework, but also in Kindergarten, Hand-and-Eye Training, and Object Lessons. They must give service during the entire school day.

In schools where the average attendance of girls is less than twenty, Manual Instructresses will be paid a Capitation Grant of £1 for each girl in average attendance. In schools where the average attendance of girls is twenty or over, but where the total attendance does not warrant the employment of an Assistant, Manual Instructresses will be paid a uniform salary of £24 per annum. In cases of new appointment, Manual Instructresses will not be recognised except in schools where there are no female Teachers.

Industrial Teachers in the service prior to the 1st April, 1900, having incomes from the State greater than those now fixed for Manual Instructresses, will retain such incomes as personal, so long as they remain in their present schools.

Workmistresses in the service prior to the 1st April, 1900, will not be expected to give instruction in other subjects besides Needlework, unless they are competent to do so, when they may be recognised as Manual Instructresses, but they must assist the Teachers generally in conducting the schools.

V.—RULES APPLICABLE TO THE EXAMINATION INSPECTION AND ORGANISATION OF SCHOOLS; THE PROGRAMME, &c.

Inspection and examination.

46. The individual examination of all the pupils of the schools in each subject of the Programme is abolished, except in very special cases, and the payments based on such examinations—hitherto known as Results Fees—are abolished in all cases.

47. All schools are examined fully, except in very rare cases, at least once a year, but the examination is not necessarily, or in ordinary cases, an individual examination of all the pupils. In addition to the annual examination, the schools are visited and inspected as often as the Inspector may deem necessary, or the time at his disposal permits.

48. The Commissioners consider it desirable that, in addition to the regular examinations by Inspectors, Managers should make arrangements for holding periodic examinations of the pupils, at which the parents of the children may attend.

49. It is open to Local Managers to furnish to the Commissioners yearly a Report on each National School under their jurisdiction.

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Appendix. Section II., F. New Rules and Regulations.

50. The Principal Teacher of each school is required to furnish to the Inspector, through the Manager, every year, immediately prior to the annual examination, a "Progress" Table, showing the progress made during the year by the pupils individually, and in cases where there has been no progress, specifying the reasons. This Progress Table is considered by the Commissioners along with the Reports on the schools.

Organisation.

51. The systems of School Organisation hitherto in operation are not now insisted on. Managers and Teachers have freedom of organisation under systems approved by the Commissioners.

Curriculum.

52. The Results Programme is abolished. The Revised Programme is substituted therefor.

53. The ordinary Day School subjects are (*a*) English (including as sub-heads, Reading, Writing, Spelling, Grammar, and Composition), (*b*) Arithmetic, (*c*) Kindergarten and Manual Instruction, (*d*) Drawing, (*e*) Object Lessons and Elementary Science, (*f*) Singing, (*g*) School Discipline and Physical Drill, and in Girls' schools in addition, (*h*) Cookery and Laundry Work, (*i*) Needlework. Detailed Syllabuses in each Day School subject are issued by the Commissioners. Geography and History are not specified as Day School subjects; but during the Reading Lesson the Teachers are expected to convey a sufficient knowledge of these subjects, by the use of Literary, Geographical, and Historical Reading Books.

54. The Commissioners sanction Irish, French, Latin, Mathematics, and Instrumental Music, as optional branches that may be taught in all National Schools, and that may be taught in these Schools during the ordinary school hours, provided the adequacy of the course of instruction in the ordinary Day School subjects is not impaired or hampered thereby.

55. Payment for approved Extra Branches taught outside school hours will be made under the following conditions, and at the rates specified:—

Where systematic instruction has been given before or after the regular school hours at least once a week during the school year, and that such weekly instruction is of at least one hour's duration, or where similar instruction is given twice a week, each lesson being of half-an-hour's duration, the teacher, if approved as competent by the Inspector, may receive a fee for each pupil who has been in *bona fide* attendance throughout the course in a class which has passed the tests applied by the Inspector at end of the course.

The fees are as under:—

Irish Language,	10*s.*	per pupil.
French "	5*s.*	"
Latin "	5*s.*	"
Mathematics,	10*s.*	"
Instrumental Music,	5*s.*	"

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Not more than two Extra Branches can be paid for without special sanction of the Board.

Appendix. Section II., F. New Rules and Regulations.

56. Within the limits of the curriculum Managers can, with the approval of the Commissioners, arrange the Programmes of their schools so as to suit the needs of the localities in which the schools are situated.

General

57. The Commissioners earnestly recommend to the attention of Managers the desirability

(*a.*) of making every National School comfortable by being properly furnished, lighted, and ventilated, and duly heated in winter;

(*b.*) of providing a small library for each school, and a small museum of natural objects, &c., furnished, as far as possible, by the pupils themselves;

(*c.*) of having a lavatory, and facilities for washing the hands and faces, combing the hair, &c., wherever possible, but especially in schools situated in the poorer localities of the country;

(*d.*) of stimulating the school children to greater industry by a system of school prizes to be distributed, not alone for literary attainments, but for regularity of attendance, personal tidiness, good conduct, and politeness.

A. R. HAMILTON,
P. E. LEMASS, } *Secretaries.*

OFFICE OF NATIONAL EDUCATION, DUBLIN,
28th March, 1901.

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G.—INDUSTRIAL INSTRUCTION.

Reports on the State of Education.

NATIONAL SCHOOLS HAVING SPECIAL INDUSTRIAL DEPARTMENTS.

Synopsis of Reports by Inspectors on Industrial Instruction.

SYNOPSIS of REPORTS by INSPECTORS on SCHOOL DEPARTMENTS coming within the provisions of Rule 155, Code 1898.

Ballyshannon Convent, Industrial Department.

Mr. Mahon.

DISTRICT 5.—BALLYSHANNON CONVENT, COUNTY DONEGAL.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since November, 1893. The branches taught are hand and machine knitting, shirtmaking and underclothing, advanced art needlework, crochetwork, netting, church linen, and dressmaking.

The number of pupils on the Rolls (including 23 externs) was 28, of whom 23 were present on the day of inspection: of these 4 were engaged at shirtmaking and 19 at knitting, and their work appeared satisfactory.

The work material is supplied by the ladies of the Community and by local shopkeepers. The finished work is disposed of by sale, the pupils receiving from 2*s*. to 8*s*. per week.

The Department has continued in steady working order during the year, and has attracted a regular attendance of extern pupils. Though other branches are not neglected, knitting socks and shirtmaking receive most attention; a ready sale awaits all such articles produced.

Some very fine specimens of needlework have been executed by the ordinary pupils.

Crumlin-road Convent, Industrial Department.

Mr. T. P. O'Connor.

DISTRICT 8.—CRUMLIN-ROAD CONVENT, COUNTY ANTRIM.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since 1868.

The teacher is fully qualified to give instruction in dressmaking, underskirtmaking, knitting of jerseys, &c., lace making, art needlework, crocheting, sprigging, scientific cutting-out, Mountmellick work, &c.

The number of pupils on the Rolls (including 20 externs) was 32. 20 were present on the day of inspection, and were engaged at crochet, plain needlework, hair-pin work, point lace, dressmaking, drawn thread work, and guipure.

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The work material was supplied partly by the Community and partly by pupils; and the finished articles are used by the pupils or given to poor children.

Since the introduction of the New Programme the several standards receive half an hour's instruction in needlework daily, and the industrial teacher is able to assist on Wednesdays in giving instruction in Cookery. The teaching power was adequate.

Monaghan Convent, Industrial Department. *Mr. Keenan*

District 18.—Monaghan Convent, County Monaghan.

Industrial Department.

This Industrial Department has been in operation since 1896. The teacher is qualified to give instruction in plain sewing, cutting-out, knitting and the making of lace (Carrickmacross and Clones).

The number of pupils on the Rolls (including 23 externs) was 38. 16 were present on day of inspection, and were engaged at lace making and embroidery, the quality of the work being excellent.

The work material is supplied by the ladies of the Community and pupils. The finished work is disposed of when purchasers can be found, and the proceeds given to the pupils.

The teaching power of the Department was sufficient, and the teachers were well qualified for their positions.

Canal-street Convent. Industrial Department. *Mr. Beatty.*

District 19.—Canal-street Convent (Newry), County Armagh.

Industrial Department.

This Industrial Department has been in operation since 1857. The teacher is qualified for her position, and the branches taught are Limerick lace, fine embroidery, underclothing, and drawn thread work.

The number of pupils on the Rolls (including 56 externs) was 69. 53 were present on the day of inspection, and were engaged at embroidery, underclothing, lacework, &c.

The work material is supplied by the Community, some of the work being made to order and some disposed of by means of saleswomen travelling in England and Ireland. The pupils are paid by the piece, according to the amount of work done.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was highly satisfactory, as was also that of the pupile and monitors who have already passed Sixth class, and of the externs in the business of the Industrial Departments.

The teaching power was adequate.

Rostrevor Convent, Industrial Department. *Mr. Beatty.*

District 19.—Rostrevor Convent, County Down.

Industrial Department.

This Industrial Department has been in operation since 1868. The branches in which instruction was given were church embroidery, drawn thread work, ladies' and children's underclothing, feather stitching, and Limerick lace.

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The number of pupils on the Rolls (including 16 externs) was 18, of whom 9 were present on the day of inspection. They were engaged, with very creditable results, at shirtmaking, embroidery, ladies' underclothing, drawn thread work, church embroidery, and feather stitching.

The work material is supplied by the ladies of the Community, and the sale of the finished work enables the pupils to receive payment amounting to from 5*s.* to 8*s.* per week.

The pupils of the Literary School have been carefully instructed in plain needlework and knitting.

The teaching power was adequate.

The Alternative Scheme is not now taught.

St John's Convent (Foxford). Industrial Department.

Mr. MacMillan.

District 20.—St. John's Convent, County Mayo.

Industrial Department.

This Industrial Department has been in operation since August, 1891. The branches taught were dressmaking, making of shirts and underclothing, and machine knitting of socks, &c.

The number of pupils on the Rolls was 31 (including 27 externs). 21 pupils were engaged on day of inspection at machine knitting and dressmaking, with satisfactory results.

The work material is supplied by the Industrial Teacher, and the finished work when sold realises from 2*s.* to 5*s.* per week as payment to pupils.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was satisfactory.

The teaching power was adequate.

St. Francis Xavier's Convent (Ballaghadereen).

Mr. M'Glade.

District 21.—St. Francis Xavier's Convent (Ballaghadereen), County Mayo.

Industrial Department.

This Industrial Department has been in operation since October, 1889. The branches taught were shirtmaking, dressmaking, underclothing, vestments, embroidery, boys' suits, table linen, drawn work, and machine work in general.

The number of pupils on the Rolls (including 18 externs) was 24, of whom 19 were present on the day of inspection, and were engaged at shirtmaking, with excellent results.

The material is supplied partly by the manager, but mainly by shopkeepers and wholesale firms, and, when made up, is sent out to the different firms or supplied on orders or disposed of by sales, the pupils receiving payment at the rate of from 1*s.* 6*d.* to 7*s.* 6*d.* per week.

The proficiency of the pupils of the Literary School in plain needlework is merely fair. The work turned out by the pupils of the Industrial Department was excellently finished, shirtmaking predominating to a great extent. There is a good deal of *machine* work in the business of the Department, and perhaps too much shirtmaking.

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Reports on Industrial Instruction.

Belturbet Convent, Industrial Department.

Mr. Coyne.

District 23.—Belturbet Convent, County Cavan.

Industrial Department.

This Industrial Department has been in operation since April, 1900, only. The teacher can do all kinds of plain and fancy needlework, and is competent to give instruction in all branches connected therewith, including crochet and lace patterns, ecclesiastical embroidery, Mountmellick work, shirt and dress making, machine-work, knitting stockings, gloves, &c.

The number of pupils on the Roll (including 24 externs) was 47, of whom 12 were present on the day of inspection, engaged, with very satisfactory results, at crochet work, lacemaking, embroidery, guipure, plain needlework, knitting, and sewing machine work.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was good.

The teaching power was adequate.

Carrickmacross National School, Industrial Department.

Mr. Mahon.

District 24.—Carrickmacross National School, County Monaghan.

Industrial Department.

This Industrial Department has been in operation since 1846. The teacher is qualified to give instruction in lacemaking, which is the branch of industry peculiar to the locality.

The cost of the material is deducted from the price of the finished work, which is disposed of by sales and orders. The pupils receive in payment from 6s. to £1 per week.

The number of pupils on the Roll of the Industrial Department was 100, all of whom were externs, the number present on the day of inspection being 17, who were engaged at guipure and appliqué lace.

The pupils in the Literary School showed fair knowledge of plain needlework subjects; and those of the Industrial Department displayed excellent ability in working the lace patterns.

The teaching power is excellent.

Carrickmacross Convent, Industrial Department.

Mr. Mahon.

District 24.—Carrickmacross Convent, County Monaghan.

Industrial Department.

This Industrial Department has been in operation since January, 1898. The teacher is qualified to give instruction in plain needlework, including dressmaking, Carrickmacross lace (appliqué and guipure).

The number of pupils on the Roll (including 21 externs) was 39. 30 were present on the day of inspection, and were engaged at appliqué and guipure lacemaking.

The material and designs are supplied gratis by the Technical Lace Depot, which purchases the whole of the finished work. Payments vary according to the qualifications of the workers, being at the rate

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Appendix. Section II., G. Reports on Industrial Instruction.

of 2*s.* 6*d.*, 5*s.*, and 10*s.* per week; and for cottage workers from 10*s.* to £1 per week.

The pupils in the Literary School displayed sound knowledge of plain needlework in all branches of the Programme, and those of the Industrial Department are very skilful at the lace work, the finished articles finding a ready sale.

The teaching power is excellent in all respects.

Crossmaglen Female National School, Industrial Department.

District 25.—Crossmaglen Female National School, County Armagh.

Industrial Department.

Dr Steede.

This Industrial Department has been in operation since 1896. The branches taught are different kinds of lacework, for which the teacher has obtained two silver medals at the Royal Dublin Society's Show at Ball's Bridge; she also holds certificates from the School of Art, Kildare-street, in Freehand Drawing and Designing.

The number of pupils on the Roll (including 109 externs) was 125, of whom 35 were present on the day of inspection, engaged at lacework, the result appearing satisfactory.

The material is supplied by the teacher, and the work is sold to the Lace Depôt, Grafton-street, Dublin. The pupils can earn from 6*s.* to 15*s.* per week.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., and of the other pupils in the business of the Industrial Department was good.

The teaching power was adequate.

Ardee Convent, Industrial Department.

District 25.—Ardee (2) Convent, County Louth.

Industrial Department.

Mr. Shannon.

This Industrial Department has been in operation since 1896. The teacher is thoroughly qualified to teach various kinds of lacework, the branches taught being the making of lace (point, Carrickmacross, and guipure), crochet work, and embroidery.

The number of pupils on the Rolls (including 39 externs) was 47, of whom 17 were present on the day of inspection, engaged at making and repairing point and Carrickmacross lace. The work material is supplied from the school, and the finished work is disposed of by private sales and to the Lace Depôt, in Dublin. The pupils receive the full price realised, cost of material being deducted.

The pupils of the Literary School showed very creditable proficiency in plain needlework, knitting, &c.; and the Sixth Class girls were well prepared in the Alternative Scheme.

The pupils and monitors who had already passed Sixth Class, as well as the externs, were very proficient in the business of the Industrial Department.

The teaching power of the Department is adequate, and very good work continues to be done.

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District 28.—St. Joseph's Convent (Longford), County Longford.

Industrial Department.

St. Joseph's Convent (Longford), Industrial Department.

Mr. O'Connell.

This Industrial Department has been in operation since April, 1861. The teacher is well qualified to give instruction in plain and fancy needlework, and in designing art and fancy work, Mountmellick work, &c. The branches taught are ecclesiastical embroidery, Mountmellick work, &c.

The number of pupils on the Roll (including 32 externs) was 60, of whom 45 were present on the day of the inspection, engaged at drawn thread work, Mountmellick work, lacemaking, and Irish crochet.

Needlework, knitting, &c., are well taught in this school, and the proficiency of the pupils in those branches is very satisfactory.

The pupils of the Industrial Department have attained a high proficiency in hosiery, knitting, shirtmaking, lacework, embroidery, &c.

The nun in charge of the Industrial teaching is capable, earnest, and devoted to her work; and the general condition of this Department was satisfactory.

District 28.—Granard Convent, County Longford.

Industrial Department.

Granard Convent, Industrial Department.

Mr. O'Connell.

This Industrial Department was opened in 1899. The teacher is well qualified to give instruction in plain and fancy needlework, lacemaking, &c.

The number of pupils on the Roll (including 37 externs) was 49, of whom 20 were present on the day of inspection, engaged at making Irish lace, embroidery, fancy tablecloths, knitting stockings, &c.

The work material is supplied by the nuns, and all the articles made are sold locally, affording payment to each pupil from about 1*s.* 6*d.* to 2*s.* per week.

The pupils of the Literary School are expert at needlework, knitting, &c.; and the work done by those of the Industrial Department was of a very high quality.

The nun in charge of the industrial teaching is highly qualified and energetic; and the general condition of the Department was satisfactory.

District 29.—Navan (2) Convent, County Meath.

Industrial Department.

Navan (2) Convent, Industrial Department.

Mr. Dickie.

This Industrial Department has been in operation since 1889. The branches taught are Mountmellick work, drawn thread work, crewel work, embroidery, crocheting, and plain and fancy needlework.

The number of pupils on the Roll (including 7 externs) was 22, of whom 9 were present on the day of inspection, engaged at Mountmellick work, plain and fancy needlework, embroidery, &c.

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The work material is supplied by the ladies of the Community, the finished work being disposed of to their friends. The externs receive from 1*s.* to 2*s.* weekly.

The Department is working with success, though the number of pupils is limited. The Alternative Scheme for Sixth Class girls is no longer in operation, the New Literary Programme having been fully adopted in the school.

Oldcastle Female National School, Industrial Department.

District 29.—Oldcastle Female National School, County Meath.

Industrial Department.

Mr. Dickie.

This Industrial Department has been in operation since 1891. Before the introduction of the Board's New Programme all the branches of plain needlework were taught, as well as several kinds of fancywork (chiefly for pupils of Sixth Class under the Sixth Class Industrial Scheme), but at present only plain needlework in all its branches is being taught.

The number of pupils on the Roll was 9 (including 7 externs), of whom 5 were present on the day of inspection, all engaged on the various branches of plain needlework, with very satisfactory results.

The condition of the Department continues very satisfactory, except as regards the number of extern pupils.

The needlework of the school in general deserves high praise.

King's Inns-street Convent, Industrial Department.

District 30.—King's Inns-street Convent, County Dublin.

Industrial Department.

Mr. Hearden.

This Industrial Department has been in operation since April, 1889. The teacher is qualified to give instruction in plain and fancy needlework, scientific dress cutting, crochet, Mountmellick work, and corsetmaking.

The number of pupils on the Roll (including 9 externs) was 34, of whom 33 were present on the day of inspection, engaged at shirtmaking, fancy nightdress making, scientific dressmaking, corsetmaking, Mountmellick work, crochet work, and art needlework. In every case the execution was of much merit.

Some of the material is supplied by the pupils, the finished work being taken home by them, and some by the ladies of the Community, who give away the made-up articles in charity. None of the work is sold.

The general proficiency of the pupils in the Literary School is excellent. The work done in the Industrial Department by the pupils and monitors who have passed the Sixth Class, and by the externs, displays a high degree of merit. The number of finished articles, and the amount of work in hands at present are large, and they include embroidered table covers, cosies, cushions, blouses, petticoats, silk bodices, corsets, nightdresses, &c.

The teacher power is full and efficient.

A little more seating accommodation is needed, and this will be provided immediately.

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Baggot-street Convent, Industrial Department.

Mr. Sullivan.

District 30A.—Baggot-street Convent, County Dublin.

Industrial Department.

This Industrial Department has been in operation since 1887. The teacher is qualified to give instruction in plain and art needlework, cutting-out, dressmaking, and shirtmaking.

The number of pupils on the Roll (including 6 externs) was 23, of whom 19 were present on the day of inspection, engaged at scientific cutting-out, plain and art needlework, Mountmellick work, and knitting.

The pupils bring the materials and take away the work finished by them. None of the work is sold.

The general proficiency of the pupils belonging to the Literary School in needlework was very good. Cutting-out is taught with much success. There was a very large and very creditable display of work which, during the year, had been done by those who attend the Industrial Department (pupils of ordinary school, monitors, and externs).

Ten girls who were receiving instruction in the use of the sewing machine had, for use, only three machines. For such a class this number is too small.

Newtownsmith Convent, (Galway). Industrial Department.

Mr. Lehane.

District 34.—Newtownsmith Convent (Galway), County Galway.

Industrial Department.

This Industrial Department has been in operation since 1886. The teacher is fully qualified to give instruction in needlework of various kinds, lacemaking, embroidery, Mountmellick work, dressmaking, knitting gloves, use of knitting hand machine, bookbinding, leatherwork, fretwork, crochet, drawn thread work, watch-guards, birettas, and stocks.

The number of pupils on the Rolls (including 16 externs) was 25, of whom 23 were present on the day of inspection.

The work material is supplied by the manager, and the finished articles disposed of by private sale, the pupils being paid from 2*s.* 6*d.* to 5*s.* per week.

The proficiency of the pupils of the Literary School in needlework, knitting, &c., was good; and that of the Industrial pupils in the business of their Department very fair. Some of the externs are very good at bookbinding.

Oughterard Convent, Industrial Department.

Mr Lehane.

District 34.—Oughterard Convent, County Galway.

Industrial Department.

This Industrial Department has been in operation since 1889. The teacher is capable of giving instruction in knitting, crochet, Mountmellick work, shirtmaking, plain dressmaking, and lacework.

The number of pupils on the Roll (including 15 externs) was 20, of whom 17 were present on the day of inspection, engaged at drawn

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thread work, Carrickmacross lace, crochet, and Mountmellick work, and seemed to be fairly expert.

The work material is supplied by the manager, and the finished work is disposed of by private sale. The rates of payment vary from 2*s.* to 3*s.* 6*d.* per week for each pupil.

Needlework, knitting, &c., is well taught to the pupils of the Literary School; and the proficiency of the pupils in the business of the Industrial Department is fair.

The teaching power was adequate. Two of the pupils of the extern section are teachers paid by the Community: they teach during a large part of the day.

Goldenbridge Convent, Industrial Department.

Mr. Hynes.

District 37.—Goldenbridge Convent, County Dublin.

Industrial Department.

This Industrial Department has been in operation since March, 1889. The teacher is qualified to give instruction in plain and fancy needlework, including dressmaking and lacemaking.

The number of pupils on the Roll (including 8 externs) was 23, of whom 20 were present on the day of the inspection, engaged at dressmaking, shirtmaking, knitting, crewel work, and lacemaking.

The work material is supplied partly by the Community, partly by pupils, and partly by shops for execution of their orders. The finished work is, in the case of orders, returned to the shops for which executed, and the rest is given away, either in charity or as prizes. The work disposed of by sale is paid by those giving orders—6*d.* per pair for socks; 6*d.* for knitted helmet, &c.

The Department is efficiently conducted, and the pupils, extern and ordinary, display much proficiency in the prescribed branches.

The staff is adequate.

Abbeyfeale Convent, Industrial Department.

Mr. Newell.

District 39.—Abbeyfeale Convent, County Limerick.

Industrial Department.

This Industrial Department has been in operation since 1895. The teacher is well qualified to give instruction in the branches taught, which are knitting, macramé, dressmaking, fancy and plain needlework, lacemaking, crewel work, &c.

The number of pupils on the Rolls (including 10 externs) was 26, of whom 16 were present on the day of the inspection, engaged at Mountmellick work, macramé, and fancy needlework.

The material is supplied by the Community, and the finished work is given to the poor.

Plain needlework is well taught in the ordinary school. All the pupils of the Industrial Department derive a considerable amount of benefit from the instruction therein imparted. The teacher in charge, a member of the Community, is quite proficient in the various branches of industrial work.

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District 40.—Blackrock Convent, County Dublin.

Industrial Department.

Blackrock (Co. Dublin) Convent, Industrial Department.

Mr. Brown.

This Industrial Department has been in operation for about 26 years. The present teacher, who was appointed in September, 1900, is an exceptionally skilful needlewoman, has been trained by the former teacher, is an ex-monitor of the school, and obtained 82 per cent. on 6¼ papers last April. The branches taught are all kinds of plain work, dressmaking, Mountmellick work, chenille, sewing machine, &c.

The number of pupils on the Rolls (including 37 externs) was 45, all of whom were present on the day of inspection, engaged at dressmaking, knitting, Mountmellick work, plain sewing, embroidery, &c.

The work material is supplied by the Community and pupils, and the finished work is used by them. None of the work is disposed of by sale.

The proficiency of the pupils of the Literary School in needlework, knitting, and that of the Sixth Class girls in the Alternative Scheme, was very good. The proficiency shown by the pupils and monitors in the business of the Industrial Department was excellent. The monitors succeeded very well at the April examinations.

The teaching power of the Department was adequate, and the most modern appliances are in use.

District 40A.—Central Model, County Dublin.

Industrial Department.

Central Model, Industrial Department.

Mr. Stronge.

This Industrial Department has been in operation since June, 1898.

The teacher is qualified to give instruction in plain and art needlework, lacemaking (Limerick and Carrickmacross), Mountmellick embroidery, and drawn thread work.

The number of pupils on the Roll (none of whom were externs) was 34, of whom 24 were present on the day of inspection, engaged at the various branches indicated above.

The work material is purchased, and the finished work sold to the pupils, who receive no payment.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was satisfactory.

The teaching power was adequate.

District 42.—Gort Convent, County Galway.

Industrial Department.

Gort Convent, Industrial Department.

Mr. Lavelle.

This Industrial Department has been in operation since 1888. The teacher has had long and successful training and experience. The branches taught are embroidery, lacemaking (Clones, crochet, and Limerick), dressmaking (advanced), plain sewing, ecclesiastical embroidery, knitting, weaving, linens and woollens, cookery, and laundry work.

The number of pupils on the Roll (including 44 externs) was 58, all of whom were present on the day of inspection, engaged at the various branches of industry mentioned above.

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The work material is supplied by the Industrial teacher, and the finished work disposed of by sale, the pupils receiving from 3*s.* to 10*s.* per week.

Needlework, knitting, and cutting-out have been successfully taught to the pupils of the Literary School. Very fair proficiency was shown by the Sixth Class girls in the Alternative Scheme, some specimens of lace being particularly creditable. The work done in the Industrial Department is excellent. Orders for work are frequently in excess of the producing power of the Department. The teachers are capable and efficient. The only noticeable defect was the limited accommodation, but this is about to be remedied by the erection of new Technical schools.

Thurles Convent, Industrial Department. *Mr. Lynam.*

District 43.—Thurles Convent, County Tipperary.

Industrial Department.

This Industrial Department has been in operation since July, 1900. The teacher is able to give instruction in the making of Limerick lace (tambour and run), crochet (Irish), and drawing (model, freehand, and geometrical).

The number of pupils on the Roll (including 13 externs) was 45, of whom 29 were present on the day of inspection, engaged, with excellent results, at lacemaking and crochet work.

The material is supplied by the Community, who dispose of the finished work, the pupils receiving a weekly wage proportional to work done.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was excellent; and that of the other pupils in the business of the Industrial branches was very good.

The teaching power was excellent.

Carlow Convent, Industrial Department. *Mr. Hogan.*

District 44.—Carlow Convent, County Carlow.

Industrial Department.

This Industrial Department has been in operation since August, 1889. The teacher is fully qualified to give instruction in all kinds of plain needlework, shirtmaking, underclothing, dressmaking, &c.; church work (surplices, soutanes), knitting of all kinds, and hemstitching.

The number of pupils on the Roll (including 24 externs) was 32, of whom 28 were present on the day of inspection, engaged at plain needlework, including shirtmaking, making of pinafores, blouses, and underclothing knitting stockings and socks, and making silk neckties.

The work material is supplied partly by the Community and partly by those giving orders. The finished work is sold to order principally and some given away, the pupils receiving payment in proportion to skill and time, averaging from 1*s.* to 5*s.* a week.

Needlework, knitting, &c., are well taught in the Literary School, but there is some deficiency in the work in the Second and Fourth Classes. In the Industrial Department good work is done, and the pupils attending are put in the way of earning. Five knitting machines and five sewing machines are in constant use, and there is no lack of orders. The Department is very successful and doing most useful work.

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Appendix. Section II., G. Reports on Industrial Instruction. St. Michael's Convent (Athy), Industrial Department. Mr. Hogan.

District 44.—St. Michael's Convent (Athy), County Kildare.

Industrial Department.

This Industrial Department has been in operation since 1895. The teacher is qualified to give instruction in dressmaking, shirtmaking, underclothing, embroidery, Mountmellick work, crochet, crewel work, altar linen, knitting, mending, and all kinds of plain needlework.

The number of pupils on the Roll (including 22 externs) was 30, of whom 25 were present on the day of inspection, engaged, with satisfactory results, at underclothing, knitting, and dressmaking.

The work material is supplied partly by the Community and partly by the pupils, some of the finished work being sold, some retained by the pupils, and some given away. The pupils receive payment in proportion to time required and skill displayed.

In all classes the proficiency in needlework, knitting, &c., was satisfactory for pupils in the Literary School. In the Industrial Department the proficiency was creditable, and the requirements were well carried out. The externs and pupils are kept supplied with work, and earn on the average 4*s.* or 5*s.* a week.

The teaching power is sufficient, and the Department fulfils the objects for which it was instituted.

Stradbally Convent, Industrial Department. Mr. Hogan.

District 44.—Stradbally Convent, Queen's County.

Industrial Department.

This Industrial Department has been in operation since January, 1890. The teacher is qualified to give instruction in dressmaking, shirtmaking, underclothing (ladies' and children's), knitting, crochet, Mountmellick work, smocking, fancy work, and baby clothes.

The number of pupils on the Rolls (including 15 externs) was 20, of whom 16 were present on the day of the inspection, engaged, with satisfactory results, on the various branches enumerated above.

The work material is supplied by the Community, and the finished work is disposed of principally by sale and some given away. The pupils receive payment for their work in proportion to skill and amount executed—from 3*s.* to 4*s.* a week.

The pupils of the Literary School have been well instructed in needlework, knitting, &c. The work done by the pupils and externs in the Industrial Department is satisfactory, and the teaching power is adequate.

Ennis Convent, Industrial Department. Mr. M'Enery.

District 45.—Ennis Convent, County Clare.

Industrial Department.

The Industrial Department has been in operation since January, 1890. The teacher possesses a thorough knowledge of all the branches taught, which are Clare embroidery, Mountmellick work, crewel work, shirtmaking, plain and fancy knitting, crochet, crochet lace, and dressmaking.

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The number of pupils on the Roll (including 15 externs) was 29, of whom 20 were present on the day of inspection, engaged, with satisfactory results, at Clare embroidery, Mountmellick work, underclothing, knitting, crochet work, and dressmaking.

The teaching of plain needlework, knitting, &c., is successfully carried out in the Sixth and Senior Fifth Classes of the Literary School; but in the other classes the majority of the test exercises done at the examination showed considerable weakness, as well as defective teaching.

In the Industrial Department the work was well and neatly executed. The many garments which I saw in process of making or already finished were most satisfactory, and gave practical evidence of careful teaching.

The teaching power is adequate.

District 45.—Kilkee Convent, County Clare.

Kilkee Convent Industrial Department. Mr. M'Enery.

Industrial Department.

This Industrial Department has been in operation since January, 1892. The teacher is well qualified to teach the different kinds of advanced needlework, lace (point and Honiton), crochet, embroidery, dressmaking, underclothing, knitting, and Mountmellick work.

The bulk of the work material is supplied by Clery's and Switzer's, Dublin, and Wakeford's, London. A good deal of finished work is sold to visitors to Kilkee, but private orders are also received. Pupils receive all the payment less cost of material.

The number of pupils on the Roll (including 23 externs) was 41, of whom 22 were present on the day of inspection, engaged, with satisfactory results, at lacework, embroidery, woolwork, dressmaking, underclothing, knitting, crocheting, and Mountmellick work.

The pupils of the Literary School showed creditable proficiency in plain needlework, knitting, darning, &c. Cutting-out has been carefully taught to Fifth and Sixth Class girls. The specimens executed in the Industrial Department by exetrns, and by monitors and pupils who have already passed 6^1 and 6^2, showed excellent taste and finish.

The teaching power was adequate.

District 45.—Kilrush Convent, County Clare.

Kilrush Convent, Industrial Department. Mr. M'Enery.

Industrial Department.

This Industrial Department has been in operation since April, 1869. The teacher is well qualified to give instruction in needlework, scientific dressmaking, church embroidery, point lace, embroidered net, crochet, smocking, knitting, &c.

The number of pupils on the Roll (including 17 externs) was 27, of whom 20 were present on the day of inspection, engaged at Mountmellick work, linen embroidery, fine underclothing, smocking, point lace, embroidered net, knitting, dressmaking, &c., with most satisfactory results.

The work material is ordered from Messrs. Clery (Dublin) and Wakeford (London). Occasionally during the year orders are given,

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and at the end of the year a sale is held, which is most successful, all work on hands being disposed of thereat. A certain amount is charged for the working of each article, which amount the worker receives.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., is satisfactory. In the Industrial Department the work is executed with praiseworthy care and neatness. The Department as a whole is maintained in a highly efficient state, and the finished work is in great demand.

The teaching power is adequate.

District 46.—Doon Convent, County Limerick.

Doon Convent, Industrial Department.

Industrial Department.

Mr. Morgan.

This Industrial Department has been in operation since 1897. The teacher is thoroughly qualified to give instruction in shirtmaking, dressmaking, knitting and crochet, Irish lace, art needlework, and Mountmellick work.

The number of pupils on the Roll (including 8 externs) was 34, of whom 24 were present on the day of inspection, engaged at art needlework, Irish and Carrickmacross lace, shirtmaking, dressmaking, and Mountmellick work.

The work material is supplied by the ladies of the Community, and the finished work is disposed of by private sale. The pupils receive no payment.

The proficiency of the pupils of the Literary School in needlework, knitting, &c., was good; and that of the Industrial pupils in the business of their Department was satisfactory.

The teaching power was adequate.

District 47.—St. Patrick's Convent (Kilkenny), County Kilkenny.

St. Patrick's Convent (Kilkenny), Industrial Department.

Industrial Department.

Mr. M'Clintock.

This Industrial Department has been in operation since 1891. The teacher is well qualified to give instruction in plain needlework and its various branches, dressmaking, knitting, and crocheting in wool and in cotton, crewel work, tailoring, ecclesiastical embroidery, torchon lace, Mountmellick work, art needlework, Berlin woolwork, and mortuary habits.

The number of pupils on the Roll (including 22 externs) was 32, of whom 21 were present on the day of inspection, engaged at dressmaking, plain sewing, Mountmellick work, Berlin woolwork, knitting and crocheting, tailoring, and making mortuary habits.

The work material is supplied by the Community, and the finished work is disposed of partly by sales, a great part being given in charity. The externs receive from 1*s.* to 8*s.* per week, according to proficiency.

Plain needlework, knitting, &c., is successfully taught to the pupils of the Literary School.

The teaching power is adequate.

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Castlecomer Convent. Industrial Department.

Mr. M'Clintock.

District 47.—Castlecomer Convent, County Kilkenny.

Industrial Department.

This Industrial Department has been in operation since 1st December, 1898. The teacher is qualified to give instruction in plain needlework of all kinds, knitting, lace, crocheting in wool and cotton, art needlework, dressmaking, Mountmellick work, ecclesiastical embroidery, vestment making, and glovemaking.

The number of pupils on the Roll (including 19 externs) was 36, of whom 30 were present on the day of inspection, engaged at shirtmaking, children's clothing, dressmaking, and embroidery.

The work material is supplied by the Community or by persons giving orders, and the finished work is either sold or given to the poor, the pupils receiving payment at the rate of from 1*s.* to 3*s.* per week, according to proficiency.

The children of the Literary School were carefully instructed in needlework.

The teaching power is adequate.

Kilkenny Convent. Industrial Department.

Mr. M'Clintock.

District 47.—Kilkenny Convent, County Kilkenny.

Industrial Department.

This Industrial Department has been in operation since 1870. The teacher is fully qualified to give instruction in all kinds of plain needlework, dressmaking, Limerick and torchon lace, crocheting of all kinds, church embroidery, knitting of all kinds, and Mountmellick work.

The number of pupils on the Roll (including 11 externs) was 57, of whom 31 were present on the day of inspection, engaged at dressmaking, shirtmaking, plain needlework, lacemaking, knitting, crocheting, and church embroidery.

The pupils supply their own work material, except the very poorest, who are supplied by the Community. Private orders are also filled. Pupils, as a rule, take finished work and dispose of it. The materials for stockings are supplied by, and sold by the Community. The externs receive from 4*s.* to 7*s.* per week.

The Department is in a satisfactory state, and the proficiency of the children of the Literary School in needlework is high.

The teaching power is adequate.

Youghal Convent. Industrial Department.

Mr. Craig.

District 48.—Youghal Convent, County Cork.

Industrial Department.

This Industrial Department has been in operation since 1889. The teacher thoroughly understands all kinds of plain and fancy work, Youghal lace and guipure. She is assisted by a nun who holds a certificate in drawing under the Science and Art Department.

The number of pupils on the Roll (including 47 externs) was 72, of whom 62 were present on the day of inspection, engaged, with excellent results, at Youghal lace and guipure.

The workers provide their own material, and the finished work

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is sold. The lacemakers and makers of guipure (all externs) receive from 2*s.* to 10*s.* per week, according to skill and diligence.

The results in needlework are fair in general, but cutting-out does not receive as much attention as it should. This Industrial Department was never in a more flourishing condition, the orders received for Youghal point lace being far in excess of the amount which the makers are able to supply.

The teaching power is adequate.

District 48.—Queenstown Convent, County Cork.

Industrial Department.

Queenstown Convent, Industrial Department.

Mr. Craig.

This Department has been in operation since October, 1897. The teacher is a good dressmaker, can do all sorts of plain needlework, has a very good knowledge of fancy work, and can cut out all articles of dress.

The branches taught were lacemaking, crochet work, ecclesiastical embroidery, shirtmaking, machine knitting, underclothing of every kind, dressmaking, and fancy work. The weaving department is in charge of a qualified teacher of industry paid by the Community.

The number of pupils on the Roll (including 24 externs) was 36, of whom 29 were present on the day of inspection, engaged, with excellent results, at knitting stockings, lacemaking, crochet work, underclothing, fancy work, and weaving.

The ladies of the Community supply the material, and the finished work is sold, the lacemakers receiving what the lace brings, less cost of material. For other work the externs received from 30*s.* to 40*s.* per quarter.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was good, except in the Third and Fourth Classes.

This Industrial Department continues to make satisfactory progress, and has accomplished much good and useful work during the past year.

The teaching staff is adequate and efficient.

District 49.—New Ross Convent (1), County Wexford.

Industrial Department.

New Ross Convent (1), Industrial Department.

Dr. Sheffington.

This Industrial Department has been in operation since 1848. The teacher is qualified to teach point lacework, crochet, Mountmellick work, guipure, Roman embroidery, &c.

The number of pupils on the Rolls (including 38 externs) was 55, of whom 36 were present on the day of inspection, the externs being engaged at making point lace and crochet, and the pupils and monitors at Mountmellick and plain work.

The work material is supplied by the Community, who sell it to the workers, and the finished work is disposed of by sale to merchants, ladies, &c., wherever a market can be got, the pupils receiving from 2*s.* to 10*s.* weekly.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was satisfactory.

The teaching power was adequate.

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Dungarvan Convent (1), Industrial Department.

Dr. Skeffington.

District 49.—Dungarvan Convent (1), County Waterford.

Industrial Department.

This Industrial Department has been in operation since October, 1896. The teacher is fully qualified to teach knitting, hand and machine sewing, shirtmaking, the making of vestments, &c.

The number of pupils on the Roll (including 10 externs) was 23, of whom 21 were present on the day of inspection, their proficiency in the business of the Industrial Department being good.

The work material is supplied partly by the teacher and partly by the pupils. The finished work from the material supplied by the pupils was taken home by them; that produced from the material supplied by the teacher was disposed of by private sale, the workers receiving payment varying from 2*s.* 6*d.* to 8*s.* per week, according to amount of work done.

The proficiency of the pupils of the Literary School in plain sewing, knitting, &c., was good.

The teaching power was adequate.

Stradbally Convent, Industrial Department.

Dr. Skeffington.

District 49.—Stradbally Convent, County Waterford.

Industrial Department.

This Industrial Department has been in operation since 1891. The teacher is qualified to given instruction in dressmaking, shirtmaking, the making of baby linen and underclothing, knitting hosiery, lacemaking (Limerick and point), crochet work, gold embroidery, and weaving.

The number of pupils on the Roll (including 19 externs) was 25, all of whom were present on the day of inspection, engaged, with good results, at dress, shirt, and underclothing making, lacemaking, gold embroidery, hosiery, and weaving.

The work material is supplied from factories, business houses, and private individuals, and the finished work is disposed of to the shops and by private sale, the workers receiving about 5*s.* per week.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was good.

The teaching power was adequate.

St. Joseph's Convent, New Ross, Industrial Department.

Dr. Skeffington.

District 49.—St. Joseph's Convent, County Wexford.

Industrial Department.

This Industrial Department has been in operation since April, 1899. The teacher is qualified to give istruction in plain needlework of all kinds, dressmaking, making of boys' suits, embroidery, ecclesiastical work, and knitting stockings by machinery, &c.

The number of pupils on the Roll (including 16 externs) was 23, of whom 18 were present on the day of inspection, engaged at the various branches of industry enumerated above.

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The work material is supplied by shops, with private orders, and by the Community, the finished work being disposed of to shops and families. The pupils receive from 2*s.* to 5*s.* per week each.

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The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was very good, as was also that of the Industrial pupils in the business of their Department.

The teaching power was adequate.

District 50.—Templeshannon Convent, County Wexford.

Industrial Department.

Templeshannon Convent Industrial Department. *Mr. M'Alister.*

This Industrial Department has been in operation since 1893. The teacher is qualified to teach hand and machine knitting, crochet, church embroidery, shirtmaking, underclothing, sewing machine, laundry work and bookbinding.

The number of pupils on the Roll (including 20 externs) was 28, of whom 23 were present on the day of the inspection, engaged at knitting (hand and machine), making shirts and underclothing, and church embroidery.

The Community supply material for the externs, who are paid from 1*s.* to 6*s.* per week, according to capacity. The monitors and pupils bring work for their own use; this remains their own property.

The proficiency of the pupils of the Literary School in needlework is satisfactory; externs, ex-pupils, monitors, &c., have been well trained in the different industrial branches undertaken. The teaching power is at present adequate. A ready market for finished work is available. Instruction in laundry work is afforded for those girls who desire it in a laundry attached to the Convent.

District 50.—St. Mary's Convent, County Wexford.

Industrial Department.

St. Mary's (Wexford) Convent, Industrial Department. *Mr. M'Alister*

This Industrial Department has been in operation since September, 1881. The teacher is qualified to give instruction in knitting, crochet, shirtmaking, underclothing, embroidery, sewing machine, and advanced dressmaking.

The number of pupils on the Roll (including 10 externs) was 29, of whom 18 were present on the day of inspection, engaged at sewing, knitting, crochet, and shorthand.

The work material is supplied partly by the Community and partly by the pupils. Of the finished work, that for which the material is supplied by the nuns was given to the poorer children; that for which the material was supplied by the pupils was taken away by them. Nothing was sold nor payment made.

The proficiency of ordinary pupils was in general very satisfactory: the monitors, externs, &c., receive adequate instruction, and the teaching power is sufficient.

The attendance of the externs might be of a more regular character.

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Appendix.

Section II., G.

Reports on Industrial Instruction.

Adare Convent, Industrial Department.

Mr. Dalton.

District 51.—Adare Convent, County Limerick.

Industrial Department.

This Industrial Department has been in operation since August, 1868. The teacher is qualified to give instruction in plain and fancy needlework, knitting, crocheting, shirtmaking, dressmaking, and cutting-out.

The number of pupils on the Roll (including 4 externs) was 10, of whom 7 were present on the day of inspection, engaged at knitting, crocheting, cutting-out, shirtmaking, sewing machine, &c.

The work material is supplied partly by the pupils and partly by the ladies of the Community. The pupils take home the work made from their own materials. The other articles are sold by the Community or given to poor children. None of the work is disposed of by sale.

The work of the Department is satisfactory.

Mount St. Vincent Convent, Industrial Department.

Mr. Dalton.

District 51.—Mount St. Vincent Convent, County Limerick.

Industrial Department.

This Industrial Department has been in operation since 1878. The teacher is competent to give instruction in all kinds of plain, fancy, and art needlework, cutting-out, dressmaking, knitting, crocheting, designing patterns, and embroidery.

The number of pupils on the Roll (including 41 externs) was 55, of whom 43 were present on the day of inspection, engaged at dressmaking, shirtmaking, making military garments, lace and fancy work, and machine knitting.

The work material is supplied by the Community and sent in with orders. The finished work supplied clothing for the orphans and pupils of the Industrial School, and some was made for private orders. The pupils receive no payment.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was good; and that of the passed pupils, monitors, and externs in the Industrial Department was very good. The teaching power is adequate and very efficient.

The Department is in a very flourishing condition, the variety of industries taught is very extensive, and the pupils show much skill and facility in the working of the articles.

St. Catherine's Convent, Newcastle West, Industrial Department.

Mr. Fitzpatrick.

District 52.—St. Catherine's Convent (Newcastle West), County Limerick.

Industrial Department.

This Industrial Department has been in operation since 1891. The teacher is qualified to give instruction in plain work, lacemaking, dressmaking, Mountmellick work, crocheting, embroidery, &c.

The number of pupils on the Roll (including 5 externs) was 29, of whom 8 were present on the day of inspection, engaged at knitting, dressmaking, and crocheting.

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The work material was supplied by the pupils and the nuns, and the finished work was taken home by the pupils.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was very satisfactory.

The state of the Department was satisfactory, both as regards the work of the Industrial pupils and the adequacy of the teaching power.

Appendix. Section II., G. Reports on Industrial Instruction.

District 52.—St. Anne's Convent (Rathkeale), County Limerick.

St. Anne's Convent (Rathkeale), Industrial Department.

Industrial Department.

Mr. Fitzpatrick.

This Industrial Department has been in operation since 1867. The teacher is competent to give instruction in plain sewing, knitting, dressmaking, crochet, crewel work, &c.

The number of pupils on the Roll (including 11 externs) was 36, of whom 13 were present on the day of inspection, engaged at plain sewing and dressmaking. The nuns supply the poor children with work material, but, for the most part, the pupils bring their own material and retain the finished work for use at home.

The work of the Department was satisfactory in all respects.

District 53.—Cashel Convent, County Tipperary.

Cashel Convent, Industrial Department.

Industrial Department.

Mr. O'Riordan.

This Industrial Department has been in operation since July, 1890. The teacher is qualified to give instruction in the making of dresses, shirts, and underclothing, embroidery, &c.

The number of pupils on the Roll (including 20 externs) was 42, of whom 26 were present on the day of inspection, engaged in the making of dresses, shirts, and underclothing, hosiery, crochet, Mountmellick work, silk and ribbon embroidery, and church embroidery.

The work material is supplied by shopkeepers, private customers, and the ladies of the Community, and the finished work is disposed of by sale or given in charity.

The pupils receive payment at the rate of from 1*s.* to 6*s.* per week.

The proficiency of the pupils of the Literary School in plain needlework and knitting was satisfactory.

The teaching power was adequate.

District 53.—Fethard Convent, County Tipperary.

Fethard Convent, Industrial Department.

Industrial Department.

Mr. O'Riordan.

This Industrial Department has been in operation since October, 1885. The teacher is qualified to give instruction in drafting shirts, dresses, underclothing, &c., and embroidery.

The number of pupils on the Roll (including 16 externs) was 23, of whom 20 were present on the day of inspection, engaged, with very fair results, at the making of shirts, dresses, and underclothing, crochet, crewel work, and church embroidery.

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Appendix. Section II. G. Reports on Industrial Instruction.

The work material was supplied by the shops, pupils, ladies of the Community, and private customers, and the finished work returned to those who had it made up, the rest being given in charity to the poor. Three pupils receive from 1*s.* to 3*s.* per week.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was excellent.

The teaching power was adequate.

Carrick-on-Suir Convent, Industrial Department. *Mr. O'Riordan.*

DISTRICT 53.—CARRICK-ON-SUIR CONVENT, COUNTY TIPPERARY.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since January, 1889. The teacher is fully qualified to give instruction in the various branches taught.

The number of pupils on the Roll (including 9 externs) was 29, of whom 28 were present on the day of inspection, engaged, with creditable results, in making shirts, dresses, underclothing, hosiery, Mountmellick work, crewel work, crocheting, &c.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was excellent.

The teaching power was adequate.

St. Joseph's Convent (Carrick-on-Suir), Industrial Department. *Mr. O'Riordan.*

DISTRICT 53.—ST. JOSEPH'S CONVENT (CARRICK-ON-SUIR), COUNTY TIPPERARY.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since October, 1885. The teacher is qualified to give instruction in the making of dresses, shirts, underclothing, embroidery, &c.

The number of pupils on the Roll (including 20 externs) was 23, of whom 15 were present on the day of inspection, engaged at the branches above specified.

The work made from material supplied by shopkeepers and private customers was purchased by them; and that from material provided by the ladies of the Community was given in charity, the workers receiving from 2*s.* 6*d.* to 5*s.* per week.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was very good; and that of the other pupils in the business of the Industrial Department was good.

The teaching power was sufficient.

Tralee Convent (1), Industrial Department. *Mr. Welply.*

DISTRICT 54.—TRALEE CONVENT (1), COUNTY KERRY.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since October, 1890. The teacher is qualified to give instruction in the various branches of industry taught.

The number of pupils on the Roll (including 31 externs) was 47, of whom 39 were present on the day of inspection, engaged at making jerseys and stockings by machine, embroidery, Mountmellick work, fancy needlework, &c., with good results.

The work material is supplied by the Community and by some of the pupils, and the finished work disposed of by sale, the pupils receiving payment varying from 2*s.* to 4*s.* per week.

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The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was excellent; and that of the other pupils in the business of the Industrial Department was very good.

The teaching power was adequate.

District 54.—Moyderwell Convent, County Kerry.

Industrial Department.

Moyderwell Convent, Industrial Department. Mr. Welply.

This Industrial Department has been in operation since 1893. The teacher possesses all the qualifications necessary for giving instruction in crochet and crewel work of all kinds, dressmaking, making boys' suits, ladies' underclothing, baby clothing, and shirts.

The number of pupils on the Roll (including 13 externs) was 26, of whom 21 were present on the day of inspection, engaged, with good results, at knitting, shirtmaking, ribbon work, and making quilt lace, &c.

The work material was supplied by customers and by the Community, and the finished work was sold, the pupils receiving reasonable payment in proportion to sale of work and time given to it.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., and that of the other pupils in the business of the Industrial Department was good.

The teaching power was adequate.

District 54.—Castleisland Convent, County Kerry.

Industrial Department.

Castleisland Convent, Industrial Department. Mr. Welply.

This Industrial Department has been in operation since October, 1893. The teacher is qualified to give instruction in sewing machine, knitting machine, scientific dress-cutting, shirtmaking, the making of ladies' underclothing and baby clothing, crewel, Mountmellick, crochet in wool, ribbon, and sampler work.

The number of pupils on the Roll (including 31 externs) was 59, of whom 33 were present on the day of inspection, engaged, with good results, at crewel work, ordinary needlework, dressmaking, darning, and knitting (machine and ordinary).

The work material is supplied by the Community, and the finished work sold, the pupils receiving from 2*s.* 6*d.* to 5*s.* per week.

The general proficiency in needlework is of a high order; and the special branches taken up in this Department are carefully taught, the specimens of finished work being very well executed.

District 55.—Macroom Convent, County Cork.

Industrial Department.

Macroom Convent, Industrial Department. Mr. P. J. FitzGerald.

This Industrial Department has been in operation since September, 1897.

The number of pupils on the Roll (including 14 externs) was 25, of whom 10 were present on the day of inspection, engaged at making crochet lace, Limerick lace (run and tambour), hosiery, and underclothing.

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Reports on Industrial Instruction.

The cost of the material is paid out of the profits of the sales of finished work which take place from time to time, the pupils receiving, in payment for their work, from 1*s.* to 10*s.* weekly.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was very good; and that of the other pupils in the business of the Industrial Department was very fair.

The teaching power was quite sufficient.

Kanturk Convent, Industrial Department.
Mr. P. J. Fitz-Gerald.

District 55.—Kanturk Convent, County Cork.

Industrial Department.

This Industrial Department has been in operation since 1870. The teacher was qualified to give instruction in Mountmellick work.

The number of pupils on the Roll (including 5 externs) was 15, none of whom were present on the day of inspection.*

The work material was partly supplied by the Community, partly purchased by the pupils, and partly sent in with orders by the local shopkeepers. The finished work not disposed of by sale was used by the children, who made clothing for themselves, or was given to the poor. The externs earned about 3*s.* per week.

The proficiency of the pupils in plain needlework, knitting, &c., was very good.

Doneraile Convent, Industrial Department.
Mr. Daly.

District 56.—Doneraile Convent, County Cork.

Industrial Department.

This Industrial Department has been in operation since June, 1891. The teacher is a good dressmaker, can do all kinds of plain needlework, has also a fair knowledge of fancy work, and can cut out articles of dress. The branches taught are lacemaking, shirtmaking, underclothing of every kind, and fancy work.

The number of pupils on the Roll (including 20 externs) was 26, of whom 22 were present on the day of inspection, engaged, with satisfactory results, at shirtmaking, lacemaking, and dressmaking.

The material is purchased by the Community or supplied by the workers, and the finished work disposed of by sale. The payment which the pupils receive depends on the amount of work done by each, *i.e.*, what it fetches, less cost of material supplied by the Community.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was very good; and that of the other pupils in the business of the Industrial Department was satisfactory.

The teaching power was adequate.

Caherciveen Convent, Industrial Department.
Mr. Cussen.

District 57.—Caherciveen Convent, County Kerry.

Industrial Department.

This Industrial Department has been in operation since December, 1899. The teacher is competent to give instruction in dressmaking, American and point lace, crochet, crewel, and ecclesiastical work, art needlework, knitting by hand and by machine, and making shirts and underclothing.

* This department had been discontinued at the end of October, 1900.

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The number of pupils on the Roll (including 14 externs) was 31, of whom 21 were present on the day of inspection, engaged at knitting, dressmaking, Limerick lace, crochet, and underclothing.

The work material is supplied by the Community, by the pupils, and by local persons, the finished work being sold to tourists or retained by the pupils, such of whom as work for payment receiving from 2*s.* 6*d.* to 7*s.* per week.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., and that of the other pupils in the business of the Industrial Department was good.

The teaching power was adequate.

District 57.—Killarney (Presentation) Convent, County Kerry.

Killarney (Presentation) Convent, Industrial Department.

Industrial Department.

Mr. Cussen.

This Industrial Department has been in operation since January, 1897. The teacher is well qualified to give instruction in several kinds of art work, as well as in the other branches taught.

The number of pupils on the Roll (including 20 externs) was 38, of whom 28 were present on the day of inspection, engaged at dressmaking, lacemaking, and knitting.

Some of the work material was supplied by the ladies of the Community, the finished work being sold to tourists, and some was sent with orders to have it made up. The workers received 2*s.* 6*d.*, 10*s.*, and some 12*s.* 6*d.* per week.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., and of the Sixth Class girls in the Alternative Scheme, was good; that of the other pupils in the business of the Industrial Department was very good.

The teaching power was adequate.

District 57.—Killarney Convent of Mercy, County Kerry.

Killarney Convent of Mercy, Industrial Department.

Industrial Department.

Mr. Cussen.

This Industrial Department has been in operation since October, 1891. The teacher is well qualified to teach several art branches, lacework (point, Limerick, and Carrickmacross), Mountmellick work, the making of shirts and fine underclothing, and knitting.

The number of pupils on the Roll (including 28 externs) was 43, of whom 31 were present on the day of inspection, engaged at lacemaking, Mountmellick work, and knitting.

Some of the work material is supplied with orders, and some is provided by the Community, the finished work being sold to tourists.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was good; and that of the other pupils in the business of the Industrial Department was very good.

The teaching power was adequate.

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Reports on Industrial Instruction.

Kenmare Convent, Industrial Department.

Mr. Bradshaw.

District 58.—Kenmare Convent, County Kerry.

Industrial Department.

This Industrial Department has been in operation since January, 1891. The teacher is competent to give instruction in plain and fancy needlework, crochet, knitting, shirtmaking, dressmaking, flat and raised needlepoint lace, and Carrickmacross lace.

The number of pupils on the Roll (including 16 externs) was 36, of whom 26 were present on the day of inspection, engaged at lacemaking, crochet, and plain needlework. Excellent work was being done.

The work material is supplied by the ladies of the Community, and the finished work is sold to tourists or on order, the pupils receiving from 5*s.* to 10*s.* per week.

The needlework of the pupils of the Literary School was of a very superior description. The teaching staff is highly competent.

Clonakilty Convent, Industrial Department.

Mr. Yates.

District 59.—Clonakilty Convent, County Cork.

Industrial Department.

This Industrial Department has been in operation since 1891. The teacher is qualified to give instruction in making fine underclothing (hand and machine), Mountmellick work, drawn thread work, knitting, and dressmaking.

The number of pupils on the Roll (including 18 externs) was 31, of whom 30 were present on the day of inspection, engaged at making fine underclothing, drawn thread work, embroidery, knitting, and Mountmellick work, in all of which branches they showed themselves proficient.

The work material was supplied by the ladies of the Community and with orders. The finished work, other than that made to order, is disposed of by sale.

The proficiency in plain needlework and knitting was very good in all classes, but excellent in Sixth Class. The special Industrial Class showed very satisfactory proficiency. The teaching power of the Department has maintained its high standing.

Skibbereen Convent, Industrial Department.

Mr. Yates.

District 59.—Skibbereen Convent, County Cork.

Industrial Department.

This Industrial Department has been in operation since 1860. The teacher is capable of giving instruction in lacemaking, embroidery, plain and fancy sewing, and dressmaking, &c.

The number of pupils on the Roll (including 10 externs) was 27, of whom 21 were present on the day of inspection, engaged at lace-

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making, dressmaking, and sewing. They appeared to be skilful in the different branches.

Some of the work material is supplied by the pupils and some by the Community, the finished work being disposed of by sale. The pupils are paid according to the work done.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was good, as was also that of the other pupils in the business of the Industrial Department.

The teaching power was adequate.

St. Mary's Convent, (Dunmanway), Industrial Department.

Mr. Yates.

District 59.—St. Mary's Convent (Dunmanway), County Cork.

Industrial Department.

This Industrial Department has been in operation since August, 1896. The teacher is well qualified to give instruction in the making of plain and fancy underclothing and baby clothes, Mountmellick work, embroidery, and dressmaking.

The number of pupils on the Roll (including 17 externs) was 38, of whom 31 were present on the day of inspection.

The work material is supplied partly with orders and partly by the Community. The finished work is sold, and the pupils receive payment according to work done.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., and that of the other pupils in the business of the Industrial Department was very good.

The teaching power was adequate.

Roscarberry Convent, Industrial Department.

Mr. Yates.

District 59.—Roscarberry Convent, County Cork.

Industrial Department.

This Industrial Department has been in operation since July 1895. The teacher is well qualified to give instruction in plain and fancy needlework, lacemaking, dresscutting, and embroidery.

The number of pupils on the Roll (including 18 externs) was 34, of whom 32 were present on the day of inspection, engaged at cutting-out, plain needlework, knitting crochet, lace, embroidery, hemstitching, Mountmellick work, weaving cambric and linen, and ribbon work.

The work material is supplied partly by pupils and partly by teachers. The pupils make articles for their own homes; other articles are sold, for which the workers are paid from 1*s.* to 5*s.* per week, according to quantity and quality of work done.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was very good. The work of the Sixth Class in the Alternative Scheme, and that of the other pupils in the business of the Industrial Department was excellent. The teaching power of this well-organised and successful Department is highly efficient.

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Appendix.

Section II., G.

Reports on Industrial Instruction.

Kinsale Convent, Industrial Department.

Mr. Smith.

District 60.—Kinsale Convent, County Cork.

Industrial Department.

This Industrial Department has been in operation since January, 1889. It would be desirable to have more space available in the workroom, as the numbers are very much on the increase.

The teacher is thoroughly competent to give instruction in lacemaking (run, tambour, Greek, and Carrickmacross lace), Mountmellick and crochet work, muslin and coloured embroidery, making and marking of fine underclothing, and hand and machine needlework and knitting.

The number of pupils on the Roll (including 123 externs) was 129, of whom 106 were present on the day of inspection, engaged, with excellent results, at lacemaking, fine underclothing, marking, knitting, &c.

The work material is purchased, and the finished work disposed of through the Irish Industries merchants in London, Belfast, &c. The pupils received from 1*s.* to 10*s.* per week, according to amount of work done.

This institution is most admirably conducted, and is largely the means of support of a great portion of the poorer classes in Kinsale. The Literary work does not suffer from the attention paid to the Industrial Department.

Bandon Convent, Industrial Department.

Mr. Smith.

District 60.—Bandon Convent, County Cork.

Industrial Department.

This Industrial Department has been in operation since 1894. The teacher is competent to give instruction in lacemaking, drawn thread work, Mountmellick work, and crochet.

The number of pupils on the Roll (including 25 externs) was 36, of whom 24 were present on the day of inspection, engaged at lacework, knitting by hand and by machine, shirtmaking, and crochet.

The work material is supplied by the ladies of the Community, by the pupils, and by persons giving orders, the finished work being disposed of by sale. The pupils earn from 2*s.* to 3*s.* per week.

The pupils of the Literary School showed due proficiency in the requirements of their programme; and it is pleasing to add that a very fair attempt has been made to start lacemaking, the introduction of which has attracted externs in greater numbers to the Department.

The teaching power of the Department is adequate.

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APPENDIX H.—Teachers' Pensions, &c.

Appendix.
Section II., H.
Working of Pension Act.

Statistics of the National School Teachers' (Ireland) Pension Fund, under the Act 42 & 43 Vict., cap. 74, for the Year ended 31*st December*, 1900, as furnished by the Teachers' Pension Office, Dublin Castle.

1. The twenty-first year of the operation of the Act ended on the 31st December, 1900.

2. The number of Teachers paying premiums in the various classes on 31st December, 1900, was :—

Males,	I¹.,	150	Females,	I¹.,	130
"	I²,	1,278	"	I²,	876
"	II.,	2,259	"	II.,	1,868
"	III.,	2,032	"	III.,	3,245
	Total,	5,719		Total,	6,119

3. The Model School Teachers who have availed themselves of the supplemental privileges conferred under Rule 21, are as follows :—

—	Males.	Females.	Total.
On the Books, 31st December, 1899.	61	83	144
Joined in 1900.	.	.	.
Total,	61	83	144
Removed from Establishment on account of Age, or on receipt of Gratuity or award of Pension in 1900,	2	4	8
Died in 1900.	.	2	2
Resigned or Dismissed, 1900,	1	3	4
On the Books, 31st December, 1900,	58	74	132
Maximum Number allowed,	.	.	.
Supplemental Pensions:	£ s. d.	£ s. d.	£ s. d.
Amount payable 31st Dec., 1899,	447 11 10	849 8 11	1,297 0 9
Granted in 1900,	44 12 4	187 17 8	232 10 0
Ceased in 1900.	24 18 8	43 0 0	67 18 8
Amount Payable on 31st Dec., 1900.	467 5 6	994 6 7	1,461 12 1

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Appendix. Section II. Working of Pensions Act.

4. The Pensions granted were as follows:—

—	Males.										Females.										Total both Sexes.	
	3rd Class.		2nd Class.		1st Class.		1st Class		Total		3rd Class		2nd Class.		1st Class.		1st Class.		Total			
	No.	£	No	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No	£	No.	£
Total on 31st December, 1899,	343	9,474	302	11,425	101	5,664	38	3,247	780	29,810	268	5,064	255	7,973	100	4,139	41	2,415	664	18,591	1,453	48,471
Pensions Granted in 1900.																						
For Ill-health,	7	47	6	31	1	6	–	–	15	87	12	50	8	36	–	–	–	–	20	85	35	172
On Voluntary Retirement,	29	763	31	1,184	9	442	6	416	75	2,211	20	324	15	381	6	244	1	63	42	1,012	117	3,223
On Compulsory Retirement,	6	216	5	232	3	138	1	83	15	718	16	250	14	537	3	184	1	30	28	1,061	43	1,779
Total,	390	10,491	343	12,872	114	6,309	45	3,761	892	33,426	310	5,658	292	8,026	109	4,567	43	2,508	764	20,816	1,646	54,245
Pensions Ceased in 1900.																						
Through Death,	29	820	22	807	7	325	3	279	61	2,300	15	264	12	314	3	184	1	60	31	822	92	3,122
Otherwise,	6	28	2	16	1	15	–	–	9	59	6	36	5	61	6	13	–	–	16	70	25	129
Pensions payable on 31st December, 1900,*	355	9,637	319	12,043	106	5,909	42	3,472	822	31,067	296	5,358	276	7,691	104	4,370	42	2,508	707	19,927	1,529	50,994
Gratuities paid during the year,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

* Including the Supplemental Pensions.

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Appendix.
Section II, H.
Working of Pension Act.

5 The Age Statistics have been as follows, so far as they have been notified during the Years 1880–1899, and the Year 1900, respectively:—

—	Males.								Females.							
	3rd Class.		2nd Class.		1st Class.		1st Class.		3rd Class.		2nd Class.		1st Class.		1st Class.	
	20 years, 1880–99.	1900.	20 years, 1880–99.	1900.	20 years, 1880–99.	1900.	20 years, 1880–99.	1900.	20 years, 1880–99.	1900.	20 years, 1880–99.	1900.	20 years, 1880–99.	1900.	20 years, 1880–99.	1900.
Average Age on:—																
Promotion,	20·80	21·61	23·92	22·46	27·88	27·60	30·84	33·47	21·32	21·52	23·87	22·61	27·99	26·42	31·06	34·41
Resignation or Dismissal,	26·23	27·64	30·00	31·93	33·11	36·26	35·93	32·00	26·43	29·21	28·48	29·60	30·61	32·27	33·45	34·60
Re-appointment,	27·97	29·54	30·12	31·36	32·19	40·14	34·36	40·90	27·05	30·29	28·27	30·26	31·67	35·30	34·60	36·30
Retirement,	50·51	58·46	56·85	58·37	59·61	59·18	60·03	59·85	45·84	52·71	49·58	53·94	52·75	54·87	54·72	59·33
Death,	37·38	41·45	40·35	42·85	43·86	38·00	46·02	49·00	33·46	40·20	36·32	38·25	41·03	38·15	39·67	46·25

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Appendix.
Section II., I.

"Reid" Bequest.

APPENDIX I.

(1.) The "Reid" Bequest.

The Trustees of the Will of the late R. T. Reid, Esq., LL.D., of Bombay, who munificently bequeathed £9,435 towards the advancement of Education in the County Kerry (his native county), have authorized the following Scheme of Prizes to be awarded out of the proceeds of the Bequest, by the Commissioners of National Education.

Part I.

During the Five years' service of a Monitor, there are two Principal Examinations, viz., one at the end of his Third year, and the other at the end of his Fifth year. After each of these Principal Examinations, the Reid Prizes will be awarded to the Six best answerers of each degree of service amongst the Male Monitors of the National Schools of the County Kerry, provided that the answering in every case shall be of a satisfactory character. The following is the scale of Prizes:—

(*a.*) At end of Monitors' Third Year of Service:—

First Prize,	£20
Second "	18
Third "	16
Fourth "	14
Fifth "	12
Sixth "	10
	£90

(*b.*) At end of Monitors' Fifth Year of Service:—

First Prize,*	£25
Second "	22
Third "	20
Fourth "	18
Fifth "	16
Sixth "	14
	£115

This portion of the Scheme came into operation at the Examination of July, 1886.

Part II.

The Trustees, also, in pursuance of the express stipulations of the Testator, propose to apply £80 a year to the maintenance of Two Reid Exhibitions in Trinity College, Dublin, of the value of £40 each, to enable Students of the County Kerry, who have successfully passed the final examination at the close of their Course of Training in the Marlborough-street Training College, to matriculate in Trinity College, and to pass on, without dropping a year, to the Degree in Arts.

The recommendation of Candidates for the Reid Exhibitions, Trinity College, will be made by the Professors of the Marlborough-street Training College.

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Appendix.
Section II., I.
"Reid" Bequest.

Part I.—Result of the Examinations, 1900.

In accordance with one of the provisions of the Reid Bequest Scheme for the advancement of Education in the County of Kerry, the Commissioners of National Education, having considered the answering of the Monitors employed in the National Schools of that county, at the Annual Examinations of 1900, have selected the six best answerers amongst the Monitors of the 5th year, and the six best amongst those of the 3rd year, and have made the following awards:—

Prize Monitors of Fifth Year.

Dist.	Roll No.	School.	Monitor.	Prize.
				£
54	1695	Ardamore,	John Brosnan,	25
39	10535	Liselton, Boys,	Thomas Dillon,	22
54	9874	Ardfert, Boys,	Thomas Nunan,	20
54	9874	Ardfert, Boys,	Thomas Kirby,	18
39	10976	Derrindaffe, Boys,	Cornelius O'Brien,	16
-	13018	Brosno, Boys,	Michael Breen,	14

Prize Monitors of Third Year.

Dist.	Roll No.	School.	Monitor.	Prize.
				£
39	13041	Knockbrack, Boys,	Patrick O'Connor,	20
55	1704	Rathmore,	Charles O'Leary,	18
57	10045	Lohar, Boys,	Patrick O'Sullivan,	16
54	12875	Douglas, Boys,	John Heffernan,	14
57	12701	Filemore, Boys,	Eugene O'Sullivan,	12
39	10535	Liselton, Boys,	Martin Lynch,	10

Part II.—Exhibitions in Trinity College, Dublin.

Under the conditions of Part II. of this Scheme, an Exhibition of £40 per annum was awarded in February, 1894, to Mr. Patrick Buckley, Principal Teacher of Shandrum National School, County Cork, and in January, 1895, an Exhibition of a similar amount was awarded to Mr. John Kennelly, of Moyola Park National School, County Londonderry—both these teachers are natives of the County Kerry. No Exhibitions were awarded during the year 1900.

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Appendix.

Section II. I.

Carlisle and Blake Premiums

(2.) Carlisle and Blake Premiums.

Extract from Appendix to Commissioners' Rules—Edition of 1898.

The Carlisle and Blake Premium Fund.

1. The Commissioners of National Education are empowered to allocate to the teachers of ordinary National Schools the interest accruing from the Private Bequests' Fund in Premiums, to be called "The Carlisle and Blake Premiums." Teachers of Model Schools, Convent Schools, or other special schools, are not eligible for these premiums.

2. The interest from the accumulated funds available for premiums now amounts to £80 a year, and this sum will be distributed in premiums of £5 each—one for the most deserving Principal Teacher in each of the Districts every fourth year, upon the following conditions:—

(*a.*) That the average attendance and the regularity of the attendance of the pupils are satisfactory.

(*b.*) That a fair proportion of the pupils have passed in the higher classes.

(*c.*) That, if a boys' or mixed school, taught by a master in a rural district, agriculture is fairly taught to the boys of the senior classes; and, if a girls' school (rural or town), needlework is carefully attended to.

(*d.*) That the state of the school has been reported, during the previous two years as satisfactory in respect to efficiency, moral tone, order, cleanliness, discipline, school accounts, supply of requisites, and observance of the Board's rules.

3. No teacher will be eligible for a premium twice in succession.

4. The names of the teachers to whom premiums are awarded will be published in the annual report of the Board.

"The Carlisle and Blake" Premiums are awarded at the rate of £5 to one successful candidate in each school district in every fourth year. The Teachers who secured the Prizes for 1900 were:—

District.	Roll No.	School.	County.	Name in full of Teacher.	Amount.
					£
9A	14752	Rosetta,	Down,	Mr. Isaac Harvey,	5
11	8935	Thomas-street,	Armagh,	Mr. Jos. A. Davidson,	5
13	14864	Coroahilta,	Fermanagh,	Mrs. Mary K Dick,	5
15	9513	Donaghmore, Old,	Tyrone,	Mr. Bernard M. Brennan,	5
19	15195	Dromore-road,	Down,	Mr. W. O'Neill Jameson,	5
22	12634	Townabrack, m.	Sligo,	Mr. Thomas Cryan,	5
23	7256	Killeshandra, f.	Cavan,	Mrs Anna Boylan,	5
29	12489	Oldcastle, f.	Meath,	Mrs. Mary J. De Vere,	5
32	13592	Shanvaghera, f.	Mayo,	Mrs. Teresa Corr,	5
37	13694	St. Peter's, m.	Dublin,	Mr. Jos. Sleith,	5
40A	15284	Taney,	Do.,	Mr. Jos. M'Caughey,	5
43	2443	Templetuohy, m.	Tipperary,	Mr. Joseph Griffin,	5
45	1538	Kildysart, f.	Clare,	Miss Bridget Keating,	5
57	14025	Rockfield, m.	Kerry,	Mr. James O'Sullivan,	5
59	13160	Lisaveird, f.	Cork,	Miss Margaret Collins,	5
60	13648	St. Luke's, m.	Do.,	Mr. John B. Crawford,	5
60A	13512	Carrigaline, m.	Do.,	Mr. Michael Wrin,	5

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Appendix.

Section II., K.

Towns, &c., to which compulsory clauses of Education Act of 1892 apply.

APPENDIX K.—Compulsory Education.

Return, showing the Population (Census 1891) and the Religious Profession of the Inhabitants of the 120 Boroughs, Towns, and Townships to which Compulsory Education Clauses of the Irish Education Act, 1892, apply.

City, Town, &c.	Total Population.	Roman Catholics.	Protestants.				
			Total Protestants.	E.C.	Pres.	Meth.	Others.
Antrim,	1,385	271	1,114	498	492	82	42
Ardee,	2,067	1,940	127	123	3	1	—
†Arklow,	4,172	3,345	827	727	18	82	—
Armagh,	7,438	3,828	3,610	2,285	930	296	99
*†Athlone,	5,742	5,231	1,511	1,220	146	107	38
*†Athy,	4,886	4,565	321	221	44	42	14
*†Aughnacloy,	1,110	467	643	430	183	21	9
Bagnalstown,	1,920	1,702	218	186	13	6	13
Balbriggan,	2,273	1,985	288	267	5	3	13
Ballina,	4,846	4,323	523	260	186	67	10
*†Ballinasloe,	4,642	4,154	488	378	74	33	3
Ballybay,	1,378	876	502	249	215	23	15
*†Ballymena,	8,655	1,592	7,063	1,715	4,730	127	491
*†Ballymoney,	2,075	710	2,265	673	1,469	26	97
†Ballyshannon,	2,471	1,937	534	390	101	42	1
*†Banbridge,	4,901	1,115	3,786	1,934	1,434	124	294
Bandon,	3,488	2,569	910	679	52	151	37
*†Bangor,	3,834	277	3,557	1,151	2,054	245	107
Bantry,	2,921	2,649	272	214	3	47	8
*†Belfast,	255,950	67,378	188,572	75,522	87,234	13,747	12,069
*†Belturbet,	1,675	1,162	513	439	42	30	2
*†Blackrock,	8,401	5,383	3,018	2,427	118	129	344
Boyle,	2,404	2,125	339	217	92	18	12
*†Bray,	6,888	5,059	1,829	1,464	203	76	86
Callan,	1,973	1,938	35	34	—	—	1
*†Carlow,	6,019	5,745	874	739	47	64	24
*†Carrickfergus	8,923	822	8,101	1,781	4,761	404	1,155
Carrickmacross,	1,779	1,609	170	133	24	11	2
*†Carrick-on-Suir,	5,608	5,529	79	65	3	1	10
*†Cashel,	3,215	3,100	116	113	1	1	1
Castlebar,	3,558	3,231	327	265	27	34	1
*†Castleblaney,	1,721	1,170	551	240	269	32	10
*†Cavan,	2,968	2,293	675	580	59	26	10
*†Clonakilty,	3,221	2,776	445	294	21	121	9

* In 74 cases marked thus (*) the School Attendance Committees are enforcing the Act.
† In 82 cases marked thus (†) School Attendance Committees have been appointed.

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Appendix.

Section II., K.

Towns, &c., to which compulsory clauses of Education Act of 1892 apply.

RETURN, showing the Population (Census 1891), &c.—*continued.*

City, Town, &c.	Total Population.	Roman Catholics.	Protestants.				
			Total Protestants.	E.C.	Pres.	Meth.	Others.
*†Clones,	2,032	1,159	873	604	134	117	18
*†Clonmel,	8,480	7,485	995	788	92	65	49
*†Clontarf,	5,104	2,835	2,269	1,631	282	214	142
*†Coleraine,	8,845	1,295	5,550	2,321	2,635	195	399
*†Cookstown,	3,841	1,602	2,239	1,099	985	81	74
Cootehill,	1,593	1,171	422	264	92	56	10
*†Cork,	75,345	64,561	10,784	8,620	749	867	548
*†Dalkey,	3,197	2,235	962	795	32	83	52
*†Downpatrick,	3,132	1,512	1,620	998	389	60	175
Drogheda,	11,873	10,966	907	653	128	114	14
*†Dromore,	2,359	450	1,909	935	603	137	234
Drumcondra, Clonliffe, and Glasnevin.	7,624	5,513	2,111	1,509	252	167	183
*†Dublin City,	245,001	201,418	43,583	35,125	3,492	1,708	3,258
Dundalk,	12,449	10,307	2,142	1,582	403	101	56
Dungannon,	3,812	1,988	1,824	1,146	514	108	56
*†Dungarvan,	5,263	5,141	122	86	2	33	1
†Ennis,	5,460	5,127	333	294	28	8	5
†Enniscorthy,	5,548	5,123	525	440	40	39	6
*†Enniskillen,	5,570	3,045	2,525	2,044	156	283	42
*†Fermoy,	8,459	4,821	1,648	1,379	173	82	14
*†Fethard,	1,607	1,531	76	75	1	—	—
*†Galway,	13,800	12,374	1,426	980	267	118	61
*†Gilford,	1,270	489	787	494	270	20	3
*†Gorey,	2,213	1,794	419	393	5	18	2
Granard,	1,834	1,730	104	103	1	—	—
*†Holywood,	3,389	538	2,851	1,142	1,202	134	373
Keady,	1,426	998	428	213	206	1	8
†Kells,	2,427	2,213	214	179	31	1	3
*†Kilkenny,	11,048	9,896	1,152	1,032	49	50	21
Killarney,	5,510	5,288	222	196	11	13	2
*†Killiney and Ballybrack,	2,649	1,825	824	760	16	1	47
Kilrush,	4,095	3,901	194	162	4	26	2
*†Kingstown,	17,352	11,749	5,603	4,938	272	135	258
†Kinsale,	4,605	3,483	1,122	826	51	109	136
*†Larne,	4,217	1,219	2,998	528	1,914	153	403
†Letterkenny,	2,320	1,632	688	427	213	7	41
Limavady,	2,798	982	1,814	872	814	49	79
Limerick,	37,155	32,894	4,261	3,294	315	331	321

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Appendix.

Section II., K.

Towns, &c. to which compulsory clauses of Education Act of 1892 apply.

RETURN, showing the Population (Census 1891), &c.—*continued.*

City, Town, &c.	Total Population.	Roman Catholics.	Protestants.				
			Total Protestants.	E.C.	Pres.	Meth.	Others.
*†Lisburn,	12,250	2,657	9,593	5,991	2,771	408	423
*†Lismore,	1,632	1,438	194	165	24	3	2
Listowel,	3,566	3,428	138	124	11	3	—
*†Londonderry,	33,200	18,340	14,860	6,624	7,045	508	683
*†Longford,	3,827	3,142	685	562	67	52	4
Longhrea,	2,815	2,743	72	07	—	5	—
*†Lurgan,	11,429	3,895	7,534	4,846	1,704	684	300
Macroom,	2,933	2,880	53	51	1	—	1
*†Mallow,	4,366	3,974	392	344	27	13	8
†Maryborough,	2,809	2,377	432	352	12	65	3
*†Midleton,	3,246	3,062	184	164	9	2	9
Monaghan,	2,938	2,000	938	556	331	34	17
*†Mountmellick,	2,623	2,160	463	293	43	65	62
Mullingar,	5,323	4,423	900	778	45	69	8
*†Naas,	3,735	3,295	440	384	41	4	11
*†Navan,	3,963	3,652	311	286	13	3	9
Nenagh,	4,722	4,401	321	295	12	5	9
Newbridge,	3,207	1,948	1,259	804	402	26	27
*†New Kilmainham,	6,519	4,404	2,115	1,875	40	145	49
*†New Ross,	5,847	5,525	322	269	3	28	22
*†Newry,	12,961	8,815	4,148	2,144	1,460	204	318
*†Newtownards,	9,197	905	8,292	1,956	5,243	865	228
*†Omagh,	4,039	2,356	1,683	922	561	160	40
*†Parsonstown	4,313	3,526	787	638	76	60	13
*†Pembroke Township,	24,269	14,515	9,754	7,478	1,229	488	559
*†Portadown,	8,430	1,989	6,441	4,025	1,170	1,106	140
*†Portrush,	1,655	184	1,471	772	530	130	39
*†Queenstown,	9,082	7,238	1,844	1,488	118	99	139
*†Rathkeale,	2,073	1,957	116	83	10	22	1
*†Rathmines and Rathgar,	27,796	13,884	13,912	10,758	1,081	801	1,272
Roscommon,	1,994	1,805	189	152	17	12	8
*†Skibbereen,	3,269	2,795	474	268	17	176	13
Sligo,	10,274	8,293	1,981	1,299	270	215	197
*†Strabane,	5,013	3,514	1,499	733	682	69	15
*†Tandragee,	1,444	412	1,032	635	241	101	55
*†Templemore,	2,433	2,033	400	360	15	23	2
†Thurles,	4,511	4,392	119	103	1	9	1
*†Tipperary,	6,391	5,654	737	662	42	24	9

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† In 82 cases marked thus (†) School Attendance Committees have been appointed.

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Appendix.

Section II., K.

Towns, &c., to which compulsory clauses of Education Act of 1892 apply.

RETURN, showing the Population (Census 1891), &c.—*continued.*

City, Town, &c.	Total Population.	Roman Catholics.	Protestants.				
			Total Protestants.	E.C.	Pres.	Meth.	Others.
*†Tralee,	9,318	8,338	980	784	48	112	36
Trim,	1,531	1,424	107	88	2	14	3
Tuam,	3,012	2,844	168	164	1	—	3
*†Tullamore,	4,522	4,006	516	389	19	102	3
*†Warrenpoint,	1,970	1,059	911	568	227	79	37
*†Waterford,	20,852	18,810	2,042	1,402	185	193	262
Westport,	4,070	3,705	365	279	42	29	15
Wexford,	11,545	10,807	738	579	11	114	34
*†Wicklow,	3,273	2,627	646	545	23	66	12
Youghal,	4,317	3,881	436	355	5	60	16
Totals,	1,252,388	806,658	445,730	241,302	147,826	29,359	27,243

* In 74 cases marked thus (*) the School Attendance Committees are enforcing the Act.
† In 82 cases marked thus (†) School Attendance Committees have been appointed.

SCHOOL ATTENDANCE COMMITTEES also exist in the following 31 RURAL DISTRICTS :—

County	Rural District.	County.	Rural District.
Antrim,	Antrim.	Dublin,	South Dublin,
"	Ballymoney.	"	Balrothery.
"	Belfast.	"	Celbridge No. 2.
"	Larne.	"	North Dublin.
"	Ballycastle.	"	Rathdown No. 1.
"	Ballymena.	Kildare,	Baltinglass No. 3.
Donegal,	Strabane No. 2.	"	Celbridge No. 1.
Down,	Belfast No. 2.	"	Naas No. 1.
"	Newtownards.	"	Edenderry No. 2.
"	Moira.	King's,	Roscrea No. 2.
"	Banbridge No. 1.	Meath,	Navan.
Fermanagh,	Irvinestown No. 1.	Wexford,	New Ross No. 1.
"	Lisnaskea.	"	Enniscorthy.
Londonderry,	Coleraine.	Wicklow,	Naas No. 2.
"	Limavady.	"	Baltinglass No. 1.
Tipperary (N. Riding).	Roscrea No. 1.		

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APPENDIX

TO THE

SIXTY-SEVENTH REPORT

OF THE

COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND,

FOR THE YEAR 1900.

SECTION III.

Examination Papers set at the Annual Examinations, 1900. Analysis of the Answering.

FOR EXTENDED TABLE OF CONTENTS OF THIS SECTION, SEE INSIDE, p. V.

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EXAMINATION PAPERS, 1900—*continued.*

SUBJECT	Teachers, Monitors, Pupil Teachers, Queen's Scholars, and Candidates for Training.					
	Old Programme.	New Programme.				D
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Mensuration (Males),	-	-	50	76	105	-
" (Females)	-	-	51	-	105	-
Methods, Males,	1	-	53	80	108	123
" Females,	1	-	53	80	108	123
Music (Staff),	-	-	65	90	112	-
" (Tonic Sol-fa),	-	-	64	89	111	-
Needlework,	27	-	66	91	109	129
Penmanship,	69	-	69	69	94	119
Physiology (1st Paper)	-	42	-	-	-	-
" (2nd Paper),	-	42	-		-	-
Science of Education, (1st Paper),	-	28	-	-	-	-
" " (2nd Paper),	-	29	-	-	-	-
Spelling Exercises (see also Dictation),	-	-	-	-	94	120
Trigonometry,	-	-	62	88	118	-
" (Plane),	12	-	-	-	-	-
" (Spherical),	18	-	-	-	-	-

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QUESTIONS PROPOSED AT EXAMINATIONS OF TEACHERS AND QUEEN'S SCHOLARS HELD IN JULY, 1900, AND OF MONITORS AND CANDIDATES FOR TRAINING HELD AT EASTER, 1900.

I.—Questions set to Candidates for First Division of First Class.

Old Programme.

METHODS, ORGANIZATION, SCHOOL ACCOUNTS, COMMISSIONERS' RULES.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Dr. Moran, Head Inspector.
Mr. Hughes, District Inspector.

1. Emulation is one of the most powerful stimulants to exertion. Show at length what you consider the uses and abuses of this stimulant.

2. What do you understand by the analytic method of teaching? Illustrate your answer by the outline of a lesson on Tides.

3. Discuss the question of a school day of one or two meetings. Which do you prefer? Give full reasons for your preference.

4. What is meant by "Association of Ideas"? What faculty of the mind does it train? How is it utilised in Arithmetic, Grammar, and Geography?

5. "Geography should be brought, as it were, to their own doors." Give the different steps by which you carry out this method in your school.

6. What are the broad advantages of physical training? How may it be introduced into girls' schools?

7. There are two important arts taught by a proper method of answering questions. What are these? What means would you adopt to assure success in both?

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Appendix. Section III. I. Examination Questions. *Male and Female Teachers.* 'A' Papers. Old Programme.

8. Give the substance of the Board's Rules as to the admission and privileges of visitors during—

(*a.*) Secular Instruction;

(*b.*) Religious Instruction.

9. "In Kindergarten there is a valuable, technical, and artistic training for little children." Trace fully the steps in this double training, and give the point to which the latter may be carried in an Infant Division.

12. State fully the advantages of "preparation" on the part of a teacher. What is a Principal's duty in reference to this when training his junior teachers?

GRAMMAR.—60 Marks.

Two hours allowed for this paper.

N.B.—*In addition to the questions in Parsing and Analysis, namely, Nos.* 1 *and* 2, *which are compulsory, only three questions are to be attempted. The Examiner will read only the Parsing and Analysis and the first three other answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. Sullivan, Head Inspector.
Dr. Beatty, District Inspector.

1. Macbeth— *Pr'ythee, peace:*
I *dare* do all *that* may become a man;
Who dares do more is *none.*

Lady Macbeth— *What* beast was't then,
That made you *break* this enterprise to me?
When you *durst* do it, then you were a man;
And *to be* more than *what* you were, you would
Be so much *more* the man.

Parse fully the words in *italics.* (It is not allowable to parse, instead of a word given, a word substituted for it.)

2. Give a complete analysis of the following lines:—

And thou hast walked about (how strange a story!)
In Thebes' streets three thousand years ago,
When the Memnonium was in all its glory
And time had not begun to overthrow
Those temples, palaces and piles stupendous
Of which the very ruins are tremendous.

3. Discuss fully the adequacy of the following definition of a verb:—"a word that implies action or the doing of something."

4. Are logical propositions and grammatical sentences identical? Answer fully; a mere yes or no will not be accepted.

5. Give examples of correct and of incorrect ellipsis of the article adjective, pronoun; distinguishing clearly the cases in which it is allowable from those in which it is not.

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6. Correct (giving reasons) or justify each of the following expressions:—

(*a.*) He preferred to go alone than to communicate his design.

(*b.*) The Lord Mayor, with the Aldermen, were present.

(*c.*) It was the most violent of the discussions by which it had been preceded.

(*d.*) He wrote to the man whom he knew was about to be the purchaser.

7. Give the derivation of:—bundle, sheriff, nostril, rather, drudge, halter.

8. Define:—Allegory, Irony, Climax, Anticlimax; and give an example of each.

9. Give an account of the character and exteut of the Latin element in the modern English vocabulary; also of the period and circumstances of its introduction.

10. In what metre is each of the following written:—

"Paradise Lost";
"Chevy Chase";
Gray's "Elegy";
"Childe Harold"?

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—*One of the map-drawing questions is compulsory. In addition to it only four questions are to be attempted. The Examiner will read only the answer to the map-drawing question and the first four other answers left uncancelled. The questions in this paper are all of equal value, twelve marks being assigned to each.*

[Neatness and accuracy in the drawing of maps and diagrams will be taken into account.]

Mr. Eardley, Head Inspector.
Mr. Murphy, District Inspector.

1. Draw a map, showing the shores of the Baltic, the course of the more important rivers flowing into it, and the principal commercial and naval Baltic ports.

2. On the outline map supplied to you, indicate by shading or colouring (inserting names) the extent of territory held or influenced by European Powers.

3. Compare the Flora and Fauna of Australia and South Africa, and give some account of the native races inhabiting each.

4. What winds are peculiar to the Mediterranean Sea and regions bordering on it? Describe and account for them.

5. Give an account of the Soudan under heading of (*a*) divisions, (*b*) chief towns, (*c*) inhabitants, and (*d*) political changes within the last 20 years.

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Appendix. Section III., 1. Examination Questions. *Male and Female Teachers.* A¹ Papers. Old Programme.

6. Explain fully, as you would to a class, the principle on which the earth's surface is divided into *climates*.

7. Enumerate the foreign possessions of Holland and Portugal.

8. Describe the position, and say all you know of the following towns:—Boston, Chicago, Baltimore, Salt Lake City, San Francisco, Buffalo.

9. Enumerate the *primary* and *secondary* planets. Explain, as you would to a class, why the planets appear to *wander* through the heavens.

10. Compare the Chinese and Japanese Empires under the following heads:—(*a*) government, (*b*) natural features and products, (*c*) industries.

Male Teachers.

ARITHMETIC.—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.*

Mr. Dewar, Head Inspector.
Mr. D. P. FitzGerald, District Inspector.

1. Explain clearly how you would teach a class to find by mental calculation:—

(*a*.) The price of 750 articles at 1*s*. 4*d*. each.

(*b*.) The cost of 13 cwt. 3 qrs. 14 lbs. at 2*s*. 6*d*. per stone.

(*c*.) The product of 128 and 125.

2. A piece of work could be done by A alone in 6 hours, by B alone in 5 hours, and by C alone in $4\frac{1}{2}$ hours. They all begin it together, but A alone continues to work until it is finished, B leaving off 2 hours 10 minutes, and C $1\frac{1}{2}$ hours before its completion by A. In what time is the work accomplished?

3. Arrange in order of magnitude—

$$\sqrt{2},\ \sqrt[3]{3},\ \sqrt[4]{5},\ \text{and}\ \sqrt[6]{6}.$$

Prove the correctness of your answer.

4. If the number of births and deaths each year be respectively $\frac{1}{30}$th and $\frac{1}{90}$th of the population of a village at the beginning of the year, in how many years will its population be doubled?

$$\text{Given } \log 2 = \cdot 3010300;\ \log 3 = \cdot 4771213;$$
$$\log 181 = 2\cdot 257679.$$

5. In a mile cycle race A beats B by 80 yards and beats C by $7\frac{1}{2}$ seconds, B beating C by $2\frac{1}{2}$ seconds. In what time can A ride a mile?

6. If five men do $\cdot 600\dot{6}$ of a piece of work in 2·12 hours, how long will six boys take to finish it, it being known that three men and seven boys have done a similar piece of work in 3 hours?

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7. Give a rule for determining by inspection the cube root of every perfect cube less than a million. Illustrate the rule by an example.

8. Explain clearly, as for a class, the process of dividing one vulgar fraction by another; and prove the rule employed.

9. Show clearly that the true discount on any sum is a mean proportional between the true present worth of the same sum and the banker's gain.

10. A sum of money put out at compound interest amounts to £1,760 8*s.* 4*d.* at the end of the second year, and to £1,904 1*s.* 4*d.* at the end of the fourth year; find the sum and the rate per cent.

ARITHMETIC.—100 Marks.

Female Teachers.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.*

Mr. Dewar, Head Inspector.
Mr. D. P. FitzGerald, District Inspector.

1. A and B are in partnership in a concern in which A has £5,000, and B has £7,500. The gross receipts for a year are £3,200; $\frac{1}{8}$th of this is spent in salaries, and £30 in insurance. By an arrangement between the partners A is to receive 8 per cent. on his capital, and B 4 per cent. on his; the remainder of the profits is to be divided in the proportion of the capitals. Find the net receipts of A and B.

2. Explain clearly how you would teach a class to find by mental calculation:—

(*a*). The price of 640 articles at 1*s.* 3*d.* each.

(*b.*) The product of 999 and 74.

(*c.*) The tax on £750 15*s.* 7$\frac{1}{2}$*d.* at 1*s.* 4*d.* in the £.

3. A gallon holds 10 lbs. Avoirdupois of water; a cubic foot of water weighs 1,000 ozs.; 1 litre = 1 cubic decimetre; 1 decimetre = 3·937 inches. Find to two places of decimals how many litres there are in a gallon.

(Decimals after thousandths may be neglected.)

4. The Greatest Common Measure of two numbers is 37; their Least Common Multiple is 23,680; one of the numbers is 185, find the other number.

Prove the principle made use of in the solution of this exercise.

5. The Urban Districts in a county pay rates at 40 pence in the pound, the Rural Districts at 15 pence in the pound. The former pay $\frac{1}{4}$ of the whole rates, and the latter $\frac{3}{4}$. Compare their rateable values.

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Appendix. Section III., I. Examination Questions. *Female Teachers.* A' Papers. Old Programme.

6. Equal sums are invested at simple interest, one for 2 years 8 months at $4\frac{1}{2}$ per cent. per annum, the other for 2 years 9 months at $6\frac{2}{3}$ per cent. per annum, and the amounts received differ by £73 12*s.* 6*d.* What was the sum invested in each case?

7. Explain clearly, as you would to a class, how to work questions in compound proportion.

8. A person invests £6,825 in 3 per cents. at 91; he sells out £5,000 stock when they have risen to $93\frac{1}{2}$, and the remainder when they have fallen to 85. How much does he gain or lose by the transaction? If he invest the proceeds in $4\frac{1}{2}$ per cents. at par, what is the difference in his income?

9. If the Amount at the end of a year bear to the Principal the ratio of 21:20, what sum must be invested at Compound Interest so that the interest for the third year may be £27 11*s.* 3*d.*?

10. Divide £1,690 among four persons so that the first may have $\frac{1}{11}$ as much again as the second, the second $2\frac{2}{3}$ as much as the third, and the fourth as much as the second and third together.

Male and Female Teachers.

HISTORY.—40 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, eight marks being assigned to each.*

Mr. Stronge, Head Inspector.
Mr. Lynam, District Inspector.

(Dates are to be given where necessary.)

1. What do you know of the Public Games of ancient Greece, and of their political consequences?
2. Describe, as fully as you can, the English wars with France under the Plantagenets.
3. Give a short sketch of the history of the province of Alsace.
4. Describe the rise to power of the House of Hapsburg.
5. What part of Spain did the Moors occupy; and when and by whom were they driven out?
6. Sketch the history of the kingdom of Lombardy until its overthrow by Charlemagne.
7. Describe the origin and growth of the British National Debt.
8. Describe the events leading up to the recognition of Grecian independence in 1829.
9. Write a short account of the vicissitudes in the history of the country which now forms the kingdom of Belgium.
10. State all you know of the Sepoy rebellion of 1857.

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ENGLISH LITERATURE—KING RICHARD III.—

60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. STRONGE, Head Inspector.
Mr. MCALISTER, District Inspector.

1. Sketch the character of Anne as delineated in the play.

2.—

GLOU. "They do me wrong and I will not endure it."

In what context are these words used? Complete the speech.

3. Quote, or give the substance of, Tyrrel's account of the murder of the princes.

4. Write explanatory notes upon:—

(*a.*) "The piteous moan that Rutland made,
When black-faced Clifford shook his sword at him."

(*b.*) "A pleasing cordial, princely Buckingham,
Is this thy vow unto my sickly heart."

(*c.*) "Thus has the course of justice wheel'd about
And left thee but a very prey to time."

(*d.*) "To fly the boar, before the boar pursues,
Were to incense the boar to follow us."

5. "It was no part of the business of the dramatist to follow the historian too closely or to observe the unities of place and time."

How have these unities been violated in the play?

6. Quote, or give the substance of, Richmond's oration to his soldiers on the field of battle.

7. Comment upon the words italicised:—

(*a.*) "Three times to-day my *foot-cloth horse* did stumble."

(*b.*) "More bitterly could I *expostulate*."

(*c.*) "For 'tis thy presence that *exhales* this blood."

(*d.*) "With *that grim ferryman* which poets write of."

(*e.*) "As *index* to the story we late talk'd of."

(*f.*) "*Tetchy* and wayward was thy infancy."

8.—

"But now two mirrors of his princely semblance
Are cracked in pieces by malignant death,
And I for comfort have but one false glass."

Who spoke these words? Explain the passage fully.

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Appendix. Section III. I. Examination Questions. *Male and Female Teachers.* A¹ Papers. Old Programme.

9. Who were the speakers of the following lines, and to whom were they addressed?

(*a.*) "But first I'll turn yon fellow in his grave."
(*b.*) "I had rather be a country servant maid
Than a great queen with this condition."
(*c.*) "You shall have wine enough, my lord, anon."
(*d.*) "These English woes will make me smile in France."
(*e.*) "Play the maid's part, still answer nay, and take it."
(*f.*) "Thy adversary's wife doth pray for thee."

10. Critics have pointed out pride of birth as a trait in Richard's character. Illustrate this by quotations from the play.

ENGLISH LITERATURE.—Shakespeare, King John.—

60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. Stronge, Head Inspector.
Mr. McAlister, District Inspector.

1. State the title of the older play, on which "King John" is based: mention any points of difference.

2. "Knight, knight, good mother, Basilico like."
Explain clearly the allusion in the above line, and show how it helps to determine the date of the play.

3. "And, father cardinal, I have heard you say
That we shall see and know our friends in heaven."
Quote the remainder of the speech of Constance.

4. "John is the royal criminal, weak in his criminality." Consider the justice of this criticism, and illustrate your remarks with quotations from the play.

5. Annotate the following with special reference to the words italicized:—

(*a.*) Gur. Good leave, good Philip.
Falc. *Philip! sparrow.*
(*b.*) "It ill beseems this presence to *cry aim*
To these ill-tuned repetitions."
(*c.*) "Shall blow each dust, each straw, each little *rub.*"
(*d.*) "I am too high-born to be *propertied.*"
(*e.*) "To *souse* annoyance that comes near his nest."

6. Write a summary of the scene, in which King John suggests to Hubert the murder of Arthur.

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7. "Husband, I cannot pray that thou may'st win;
Uncle, I needs must pray, that thou may'st lose;
Father, I may not wish the fortune thine;
Grandame, I will not wish thy wishes thrive;
Whoever wins, on that side shall I lose."

In what connection and by whom were these lines spoken? Explain clearly the relationships referred to.

8. Quote the final speech of Falconbridge.

9. Analyse the character of Constance as delineated in the play.

10. To whom were the following lines addressed, and by whom? Add explanatory notes where necessary.

(*a.*) "I'll smoke your skin-coat, an I catch you right."
(*b.*) "I do not believe thee, man,
I have a king's oath to the contrary."
(*c.*) "Lifs is as tedious as a thrice-told tals."
(*d.*) "That blood, which owed the breadth of all this isle,
Three foot of it doth hold."

ENGLISH LANGUAGE AND LITERATURE (Third Paper):

Shakespeare, King Lear.—30 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, six marks being allowed for each.*

Mr. Sullivan, Head Inspsctor.
Mr. Nicholls, District Inspector.

1. When was King Lear written? Can any conclusions on this point be drawn from the play itself?

2. In what respects does Shakespeare's presentment of ths life and fate of Cordelia differ from that in ths old story as narrated by Holinshed?

3. Paraphrase and explain the passags:—

(I) now grow fearful
That you protect this course and put it on
By your allowance; which if you should, the fault
Would not 'scaps censure nor the rsdresses sleep,
Which, in the tender of a wholesome weal,
Might in their working do you that offence,
Which elss were shame, that then necessity
Will call discreet proceeding.

4. Write notes on the following words and phrases:—

Untented woundings.
Thou unnecessary letter.
Bedlam beggars.
The good-years shall devour them.
Fire us hence like foxes.
Out of heaven's benediction to the warm sun.

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Appendix.

Section III., I.

Examination Questions.

Male and Female Teachers.

A' Papers.

Old Programme.

5. Describe the course of events in Act V.

6. What is your estimate of the character of Albany? Illustrate your answer by quotations.

7. Give the substance of Gloucester's remarks commencing "These late eclipses" &c., and of Edmund's reflections thereon.

8. What are the references in "If I had a monopoly"—"Drive cackling home to Camelot"—"Those pelican daughters"—"A British man"?

9. Write out from memory six lines of verse uttered by the Fool.

10. Give four French words used in the play, their meanings, and the phrases in which they occur.

ENGLISH COMPOSITION.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only one subject to be attempted.*

Mr. Eardley, Head Inspector.
Mr. McNeill, District Inspector.

1. The study of History.
2. Contentment is better than riches.
3. Fiction—its use and abuse.

Male Teachers.

GEOMETRY AND MENSURATION.—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted, of which one and not more than two must be taken from Section B. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being assigned to each.*

In Geometry only geometrical solutions will be accepted.

Dr. Alexander, Head Inspector.
Mr. Cussen, District Inspector.

Section A.

1. If four lines be proportional, and any pair of similar rectilineal figures be similarly described on the first and second, and also any pair on the third and fourth, these figures are proportional. Conversely, if any rectilineal figure described on the first of four right lines be to the similar and similarly described figure described on the second, as any rectilineal figure on the third is to the similar and similarly described figure on the fourth, the four lines are proportional. Prove these propositions.

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2. Define *Continued Proportionals;* and explain the use of the terms *Alternately, By Inversion, By Composition, By Division,* in Book V.

3. Prove Euclid I. 47 by describing the squares *inwards* (that is, in the reverse direction to the usual one).

4. If a, b, c denote the sides of a triangle ABC; D, D′ the points where the internal and external bisectors of the angle A meet BC; E, E′ the points where the internal and external bisectors of the angle B meet CA; F, F′ the points where the internal and external bisectors of C meet AB; prove—

$$\frac{1}{DD'}+\frac{1}{EE'}+\frac{1}{FF'}=0,$$

$$\text{and } \frac{a^2}{DD'}+\frac{b^2}{EE'}+\frac{c^2}{FF'}=0.$$

5. If EF, GH be parallels to the adjacent sides of a parallelogram ABCD, the diagonals EH, GF of two of the four parallelograms into which they divide it and one of the diagonals of ABCD are concurrent.

6. If equilateral triangles be described on the sides of any triangle, the lines joining the vertices of the original triangle to the opposite vertices of the equilateral triangle are concurrent.

7. Prove that of all concyclic figures having a given number of sides, the area is a maximum when the sides are equal.

SECTION B.

8. The chord of an arc is 6 inches, and the radius of the circle is 9 inches; find the arc.

9. The radius of a circle is 10 feet; two parallel chords are drawn each equal to the radius. Find the area of the zone between the chords.

10. The height of a zone of a sphere is $2\frac{1}{2}$ feet, and the diameter of the sphere is $6\frac{1}{2}$ feet. Find the area of the curved surface.

ALGEBRA.—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being allowed for each.*

Mr. EARDLEY, Head Inspector.
Mr. MCCLINTOCK, District Inspector.

1. A sum of money lent at simple interest amounted at the end of two years to £132. If the rate of interest had been 2 per cent. per annum less and the sum £80 more, the amount would have been £212. Calculate the principal and the rates of interest.

2. Solve fully the equation—

$$x^2+\frac{1}{x^2}+4\left(x+\frac{1}{x}\right)=\frac{25}{4}.$$

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Appendix. Section III., I. Examination Questions. *Male Teachers.* A¹ Papers. Old Programme.

3. Reduce to its simplest form—

$$\frac{\sqrt{26-15\sqrt{3}}}{5\sqrt{2}-\sqrt{38+5\sqrt{3}}}.$$

4. If $\sqrt[3]{a}+\sqrt[3]{b}+\sqrt[3]{c}=0$, prove that—

$$(a+b+c)^3=27abc.$$

5. Extract the square root of—

$$4\sqrt[8]{\frac{a^2}{c^2}}+4\sqrt[3]{\frac{c^2}{a^2}}-4\sqrt[3]{\frac{a}{c}}-4\sqrt[3]{\frac{2}{a}}+9,$$

and the cube root of—

$$8x^6+48cx^5+60c^2x^4-80c^3x^3-90c^4x^2+108c^5x-27c^6.$$

6. If α, β be the roots of the equation $x^2+px+q=0$, prove that the equation whose roots are $\alpha+\frac{1}{\beta}$ and $\beta+\frac{1}{\alpha}$ is—

$$qx^2+p(1+q)\,x+(1+q)^2=0.$$

7. Solve the equations—

$$(x+y)\,(x^3+y^3)=15984,$$
$$x(x-y)+y^2=111.$$

8. Prove, from first principles, that the sum of an odd number of terms in Arithmetical Progression is equal to the middle term multiplied by the number of terms.

9. Explain, as you would to a class, what is meant by an infinite Geometrical Progression, using the series $1, \frac{1}{3}, \frac{1}{9}$ . . . . . as an example.

The sum of 6 terms of the series $1-x\sqrt{-1}-x^2+$ . . . . . is equal to 65 times the sum to infinity. Find x.

10. Show that $(x-1)^3$ is a common measure of—

$$x^3(x^6-1)-3x^4(x^4-1)+3x^5(x^2-1),$$
$$\text{and } x^4(x^5+1)-3x^5(x^3+1)+2x^6(x+1);$$

and find the other common measures of these two expressions.

PLANE TRIGONOMETRY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Sullivan, Head Inspector.
Mr. Cromie, District Inspector.

1. From a point A the angle of elevation of a hill is 30°. From a point B 600 feet nearer the foot of the hill the angle of elevation is 60°; find the height of the hill.

Log 3 = ·4771213.
Log 519 = 2·7151674.
Log 520 = 2·7160033.

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2. If—

$$\sin x + \sin y = a,$$
$$\cos x + \cos y = b,$$
$$\text{then } \operatorname{cosec}(x+y) = \frac{a^2+b^2}{2ab}.$$

3. Express the area of a quadrilateral in terms of the diagonals and the sine of the included angle.

4. At the point C of a right-angled triangle ABC (C being the right angle) lying in a horizontal plane a pole CD is erected perpendicular to the plane. If the angle DAC is 18° and the angle DBC 30°; find the value of the ratio AB : CD.

5. Show that four times the area of the triangle ABC is equal to $(a+b+c)^2 \tan\frac{A}{2} \cdot \tan\frac{B}{2} \cdot \tan\frac{C}{2}$.

6. Two sides of a triangle are 9 and 7 feet, and the included angle is 56° 28′; find the remaining angles.

$$\text{Log } 2 = \cdot 30103$$
$$\text{L cot } 28° \ 14' = 10{\cdot}2700705$$
$$\text{L tan } 13° \ \ 6' = 9{\cdot}3668100$$
$$\text{L tan } 13° \ \ 7' = 9{\cdot}3673819.$$

7. Show that the side of a regular polygon of n sides is equal to the sum of the diameters of the inscribed and circumscribed circles multiplied by $\tan\frac{\pi}{2n}$.

8. Show how you would find the distance between two inaccessible objects on a horizontal plane.

9. Two regular polygons of 10 and 5 sides respectively are equal in area; show that the ratio of their sides $= \sqrt[4]{20} : 1$.

10. Given a, b, A, show that in the ambiguous case—

$$\tan A = \cot\frac{C+C'}{2},$$

where C and C′ are the two values found for the third angle.

MECHANICS.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Stronge, Head Inspector.
Mr. Dalton, District Inspector.

1. A body weighs m lbs. when placed in one pan of a false balance, and n lbs. when placed in the other pan. If the beam of the balance be uniform and be a inches in length, find the length of each arm of the balance.

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Appendix.
Section III. I.
Examination Questions.
Male Teachers.
A[1] Papers.
Old Programme.

2. A uniform beam AB whose length is $_2l$ and weight W rests with its end A on a smooth horizontal plane AC, and its end B on a smooth plane CB inclined to AC at an angle of 120°, CA being equal to CB. A string fastened to the end A and to C keeps the beam from sliding: find the tension of this string.

3. A weight Q resting on a horizontal table is drawn along the table by a weight P attached to Q by a horizontal cord passing over a small pulley placed at edge of the table. If μ be the co-efficient of friction, prove that tension of the cord $=\frac{PQ(1+\mu)}{P+Q}$.

4. Describe the common steelyard, and explain fully the calculations necessary for dividing the beam so as to determine unit differences of weight.

5. A heavy triangle ABC is suspended successively from the angles A and B, and the two positions of any side are found to be at right angles to each other. Prove that—

$$5c^2 = a^2 + b^2.$$

6. Investigate the relation between the power and resistance in a screw. What is the principle of the differential screw? Show how its mechanical advantage may be indefinitely increased.

7. With what velocity must a body be projected downwards so that in n seconds it may overtake another body which has already fallen from rest from the same point through a distance of x feet?

8. Describe Attwood's machine, and show how it may be used: (*a*) to verify Newton's Second Law; (*b*) to determine the acceleration due to gravity.

9. A body falling down a chord of a circle drawn from the upper extremity of a vertical diameter acquires half the velocity it would acquire in falling down that diameter. Find the angle between this chord and the diameter.

10. Define *centrifugal force*, and determine its value for a particle moving uniformly in a circular path.

HYDROSTATICS AND HYDRAULICS.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Stronge, Head Inspector.
Mr. Dalton, District Inspector.

1. State Pascal's law of the equal transmission of fluid pressure. Two liquids that do not mix are placed in a vessel; prove from first principles that their common surface must be a horizontal plane.

2. The length of the lower pipe of a common pump above the surface of the water is 10 feet, and the sectional area of the upper pipe is four times that of the lower. At the end of the first stroke the water just rises into the upper pipe: find the length of the stroke, the height of the water barometer being taken as 33 feet.

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3. If a square whose side is 20 inches be immersed vertically in a fluid, with a side horizontal, to such a depth that the distance of the centre of pressure from the centre of gravity is $1\frac{2}{3}$ inches; determine the depth.

4. A hollow copper sphere whose internal diameter is 2 feet just floats in water: find its thickness, the specific gravity of copper being given 8·788.

5. Define *metacentre*, and show how its position determines the nature of the equilibrium of a floating body. Explain why the stump of a tree floats lengthwise, while a thin disc of wood floats flat on the water.

6. The weights of a body in air are p and q corresponding respectively to heights h and k of the barometer. Find its weight corresponding to a height l of the barometer.

7. State the principle of hydrometers of variable immersion. Describe any instrument of this class.

8. Describe any experiment to prove the existence of tension at the free surface of a liquid. What is meant by the coefficient of surface tension?

9. Being given the radius of a spherical balloon, the weight of the car and accessories, the weight per unit surface of the material of the balloon, and the weight per unit volume of the inflating gas; investigate a formula to determine the weight which the balloon can raise.

10. Through a circular aperture having an area of ·196 cm. in the bottom of a reservoir of water which was kept at a constant level 55 cm. above the bottom, it was found that 98·5 grammes of water flowed in 22 seconds. Find the coefficient of efflux.

HEAT AND THE STEAM ENGINE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Stronge, Head Inspector.
Dr. Skeffington, District Inspector.

1. Show how the coefficient of apparent expansion of mercury can be determined by the weight barometer; or how the coefficient of absolute expansion of mercury may be found by Dulong and Petit's method.

2. The fly-wheel of a steam engine makes 30 revolutions per minute, the diameter of the piston is 40 inches, length of stroke 7 feet, and mean pressure of steam 12 lbs. on the square inch; find the horse-power.

3. Explain the term latent heat. If a pound of water at 50° C. is poured into a vessel with 2 lbs. of ice at −10° C., how much ice will be melted? Take specific heat of ice $= \frac{1}{2}$, and latent heat of water $= 80°$ C.

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Appendix. Section III., I. Examination Questions. *Male Teachers.* A¹ Papers. Old Programme.

4. How may a Solar spectrum be exhibited? And how do its thermal properties vary in different parts? Account for these variations.

5. Give a short account of Joule's experiments on the mechanical equivalent of heat, and of the conclusions he arrived at.

6. Explain the principle and action of Bunsen's ice calorimeter.

7. Describe, with the aid of diagrams, the working of the slide valve and the distribution of the steam in an ordinary horizontal engine.

8. Explain what is meant by the "Dissipation of Energy," and point out some of its consequences.

9. Explain, by aid of a sketch, an indicator diagram, and point out the information to be gained from it.

10. A raindrop falls to the ground from the height of a mile; by how much would its temperature be raised, assuming that it imparts no heat to the air or to the ground?

LIGHT AND SOUND.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Dr. ALEXANDER, Head Inspector.
Mr. FITZPATRICK, District Inspector.

1. Describe Kundt's method of ascertaining the velocity of sound in solids. Supposing the substance experimented on to be a glass rod 5 feet long, and that the rod makes 1,250 complete vibrations in a second, calculate the velocity of sound in glass.

2. What is a uniaxial crystal? State the laws of double refraction in such crystals. Which of them are most frequently used in optical instruments?

3. A and B are two wires of the same material and thickness. A is 2 feet long and is stretched by a weight of 8½ lbs. B is 4 feet long and stretched by a weight of 34 lbs. Compare the notes which the wires emit when struck.

4. State the conditions necessary to produce on a screen a *pure* solar spectrum, and give a short account of the physical properties observed in different portions of the spectrum.

5. Describe the Phonograph.

6 What is the use of cross wires in a telescope? Where should they be placed?

7. A train passes through a station at the rate of 45 miles an hour; as it passes the whistle is sounding, and produces a note which corresponds to 560 vibrations per second. Find the vibration number of the note heard by a person standing by the edge of the platform—

(*a*) as the train approaches;
(*b*) as it recedes.

Through what interval does the note fall at the instant of passing?

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8. Discuss fully the formation of images by double convex lenses. An object is placed 3 inches from a convex lens, and has its image magnified three times; find the focal length of the lens.

9. Give a full account of the construction of a Nicol's prism. What is it used for?

10. Explain, by means of a diagram, what happens to a ray of light in passing through a triangular prism. Under what circumstances will the ray fail to pass through it?

MAGNETISM AND ELECTRICITY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each. Suitable diagrams to be drawn where necessary.*

Mr. Dewar, Head Inspector.
Mr. McEnery, District Inspector.

1. Define—insulators, lines of force, magnetic field, dielectrics, specific inductive capacity.

2. State how the capacity of an insulated conductor is affected by the neighbourhood of another conductor (*a*) when the latter is insulated, (*b*) when uninsulated.

3. Describe Thomson's quadrant electrometer. What points would you particularly attend to in designing an electrometer that was intended to detect small charges of electricity?

4. Describe the phenomena observed when an electric discharge is passed through a vacuum tube containing a small quantity of air which is gradually withdrawn.

5. Explain the principle involved in the "storage of electricity." Describe any arrangement for the purpose.

6. State the principle and describe the construction of some one form of dynamo-electric machine.

7. Describe the phenomena observed when a crystal of *tourmaline* is heated or cooled, and explain in what way it has been attempted to account for these phenomena.

8. A cell of one-third of an ohm resistance deflects a tangent galvanometer of unknown resistance 45°, the connection being made by two short thick wires. If a wire of 3 ohms resistance be substituted for one of the short wires, the deflection is 30°. What is the resistance of the galvanometer?

9. State Lenz's law for the direction of a current induced in a circuit in a changing magnetic field.

10. Describe the principal methods of magnetization by means of magnets.

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Appendix.

Section III., I.

Examination Questions.

Male Teachers.

A¹ Papers.

Old Programme.

AGRICULTURAL CHEMISTRY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. EARDLEY, Head Inspector.
Mr. CHAMBERS, District Inspector.

1. State the conditions necessary for the conversion of the nitrogen of a soil into nitrates. What reason is there for believing that plants absorb the principal part of their nitrogen from the soil in the form of nitrates?

2. What *three* substances valuable as manures does coal-soot contain? To what soils should it be applied?

3. How should common salt be applied as a manure? Explain its action, and name some crops in which it exists.

4. State what you know regarding the forms in which nitrogen occurs in vegetable foods, and discuss their relative merits as nutritive substances.

5. Upon what substances does the value of bones as a fertilising agent depend? To what soils are they most profitably applied?

6. Name *six* mineral substances found in the ash of indian corn, and state *four* points in which it differs from that of the potato.

7. How is quicklime obtained? How does it act as a manure? What effect has it on the *fresh* droppings of animals?

8. Name the principal compound bodies constituting the organic part of plants, and explain how the organic parts of plants and animals differ.

9. Name some compounds of *sulphur* injurious to the growth of plants and frequently met with in soils. Explain how they may be removed or rendered innocuous.

10. How should sea-weed be applied as a manure to the potato crop so as to produce the best results?

SPHERICAL TRIGONOMETRY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. SULLIVAN, Head Inspector.
Mr. CROMIE, District Inspector.

1. Show that the sines of the angles of a spherical triangle are proportional to the sines of the opposite sides.

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2. Give two sides of a spherical triangle and the angle opposite one of them (a, b, A), discuss the ambiguity or possibility of a solution in the following cases:—

(1) A less than a right angle, b less than $\frac{\pi}{2}$, and a less than b.

(2) A less than a right angle, b greater than $\frac{\pi}{2}$, and a greater than b.

3. If in a right angled spherical triangle (C being the right angle) $A = a$, then c and b are quadrants.

4. Given $a = 60°$, $b = 120°$, $c = 90°$, find the value of sin A.

5. In a right angled spherical triangle the sum of the angles is less than four right angles. Prove.

6. Show how to find the area of a spherical polygon of n sides.

7. Explain what is meant by Napier's rule, viz., that sine of the middle part = product of cosines of opposite parts; prove the truth of the rule in one case.

8. If the area of a sphere is four times that of an equilateral triangle described on it, find the angles of the latter.

9. In a right angled spherical triangle (right angle C) show that—

$$\tan(45° + \tfrac{1}{2}A) = \pm\sqrt{\frac{\tan\frac{1}{2}(c+a)}{\tan\frac{1}{2}(c-a)}}.$$

10. Given $a + b + c = \pi$, prove that $\cos a = \tan\frac{1}{2}B \tan\frac{1}{2}C$.

BOTANY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Stronge, Head Inspector.
Mr. W. A. Brown, District Inspector.

1. Give an account of the modes of vegetative propagation of Mosses and of Ferns, and compare them.

2. (*a.*) Describe the process of pollination by an insect in Orchis.
(*b.*) How is pollination effected in Hazel?

3. What are the characteristic features of the following orders:—Malvaceæ, Euphorbiaceæ, Saxifragaceæ?

4. Describe, with diagrams, the structure of the flower in the chief British genera of Scrophulariaceæ.

5. Give an account of the structure and arrangement of the medullary rays in the stem of a dicotyledon.
What are secondary medullary rays?

6. Describe, with diagrams, the longitudinal course of the fibro-vascular bundles in the stem of a dicotyledonous plant.

7. What is meant by Aestivation? Describe the Aestivation in Convolvulus, in the Poppy, and in the Sweet Pea.

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Appendix. Section III., I. Examination Questions. *Male Teachers.* A1 Papers. Old Programme.

8. Describe the form in which nitrogenous reserve substances are stored up in seeds. What is the general chemical nature of these substances?

9. Describe the general characteristics of the gramineæ under the following heads:—vegetative organs, reproductive organs, fruit, seed, and modes of germination.

10. Enumerate the plants which you would expect to find growing in a bog.

GREEK.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted, one at least from each Section—A, B, C, and D. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Stronge, Head Inspector.
Mr. Connelly, District Inspector.

Section A.

1. Translate into English:—

Ἐπεὶ δ' ἦσαν κατὰ τὸ εὐώνυμον τῶν Ἑλλήνων κέρας, ἔδεισαν οἱ Ἕλληνες, μὴ προσάγοιεν πρὸς τὸ κέρας, καὶ περιπτύξαντες ἀμφοτέρωθεν αὐτοὺς κατακόψειαν· καὶ ἐδόκει αὐτοῖς ἀναπτύσσειν τὸ κέρας, καὶ ποιήσασθαι ὄπισθεν τὸν ποταμόν. Ἐν ᾧ δὲ ταῦτα ἐβουλεύοντο, καὶ δὴ βασιλεὺς παραμειψάμενος εἰς τὸ αὐτὸ σχῆμα κατέστησεν ἐναντίαν τὴν φάλαγγα, ὥσπερ τὸ πρῶτον μαχούμενος συνῄει. Ὡς δὲ εἶδον οἱ Ἕλληνες ἐγγύς τε ὄντας καὶ παρατεταγμένους, αὖθις παιανίσαντες ἐπῄεσαν πολὺ ἔτι προθυμότερον, ἢ τὸ πρόσθεν. Οἱ δ' αὖ βάρβαροι οὐκ ἐδέχοντο, ἀλλ' ἐκ πλείονος ἢ τό πρόσθεν ἔφευγον· οἱ δ' ἐπεδίωκον μέχρι κώμης τινος· ἐνταῦθα δὲ ἔστησαν οἱ Ἕλληνες.—Xenophon, *Anabasis*, Book I.

(*a.*) Explain the mood of *κατακόψειαν*.

(*b.*) Explain the construction *ἐν ᾧ*.

2. Translate into English:—

Τὸν δ' ἄρ ὑποβλήδην ἠμείβετο δῖος Ἀχιλλεύς·
"Ἦ γάρ κεν δειλός τε καὶ οὐτιδανὸς καλεοίμην,
Εἰ δὴ σοὶ πᾶν ἔργον ὑπείξομαι, ὅττι κεν εἴπῃς·
Ἄλλοισιν δὴ ταῦτ' ἐπιτέλλεο, μὴ γὰρ ἔμοιγε
[Σήμαιν'· οὐ γὰρ ἔγωγ' ἔτι σοι πείσεσθαι ὀΐω].
Ἄλλο δέ τοι ἐρέω, σὺ δ' ἐνὶ φρεσὶ βάλλεο σῇσιν·
Χερσὶ μὲν οὔτοι ἔγωγε μαχήσομαι εἵνεκα κούρης
Οὔτε σοὶ οὔτε τῳ ἄλλῳ, ἐπεί μ' ἀφέλεσθέ γε δόντες·
Τῶν δ' ἄλλων ἅ μοί ἐστι θοῇ παρὰ νηῒ μελαίνῃ,
Τῶν οὐκ ἄν τι φέροις ἀνελὼν ἀέκοντος ἐμεῖο.
Εἰ δ' ἄγε μὴν, πείρησαι, ἵνα γνώωσι καὶ οἵδε·
Αἶψά τοι αἷμα κελαινὸν ἐρώσει περὶ δουρί."—Iliad, Book I.

Give Attic Greek forms or words for:—*ἠμείβετο, βάλλεο, κούρης, ἀέκοντος ἐμεῖο, κελαινόν.*

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Section B.

3. Translate into English :—

"Εστι τοίνυν τι πρᾶγμα καὶ ἄλλο, ὃ λυμαίνεται τὴν πόλιν ὑπὸ βλασφημίας ἀδίκου καὶ λόγων οὐ προσηκόντων διαβεβλημένον, εἶτα τοῖς μηδὲν τῶν δικαίων ἐν τῇ πολιτείᾳ βουλομένοις ποιεῖν πρόφασιν παρέχει· καὶ πάντων, ὅσα ἐκλείπει, δέον παρά του γίγνεσθαι, ἐπὶ τοῦθ' εὑρήσετε τὴν αἰτίαν ἀναφερομένην. περὶ οὗ πάνυ μὲν φοβοῦμαι λέγειν, οὐ μὴν ἀλλ' ἐρῶ· οἶμαι γὰρ ἕξειν καὶ ὑπὲρ τῶν ἀπόρων τὰ δίκαια ἐπὶ τῷ συμφέροντι τῆς πόλεως εἰπεῖν πρὸς τοὺς εὐπόρους καὶ ὑπὲρ τῶν κεκτημένων τὰς οὐσίας πρὸς τοὺς καταδεεῖς, εἰ ἀνέλοιμεν ἐκ μέσου καὶ τὰς βλασφημίας ἃς ἐπὶ τῷ θεωρικῷ ποιοῦνταί τινες οὐχὶ δικαίως, καὶ τὸν φόβον ὡς οὐ στήσεται τοῦτο ἄνευ μεγάλου τινὸς κακοῦ.

Demosthenes—*Philipp.*, IV.

Explain the constructions—δέον παρά του γίγνεσθαι, εἰ ἀνέλοιμεν.

Section C.

4. How are verbals in -τεος formed? What is their construction? Translate into Greek: "We must not shun the labour."

5. The use of participles is often the idiom in Greek where we should in English employ the infinitive mood or a finite verb. Explain and give instances of this use of the participle.

6. Explain fully the cases in which the attraction of the Relative Pronoun is admissible and inadmissible. Illustrate by examples.

7. What remarkable events in Grecian History are connected with Epidamnus, Aegesta, Amphipolis, and Mitylene?

8. Sketch briefly the rise of the Macedonian Empire.

9. Write short biographical notices of:—

I. Agesilaus,
II. Aristides,
III. Cleon,
IV. Herodotus.

Section D.

10. Translate into Greek:—

If we shall fall into the King's power, what shall prevent us, after experiencing the most cruel sufferings, and after enduring the most frightful tortures, from being put to death? No one makes any preparations or takes any thought for our safety, but we are resting here as though it were possible for us to be at our ease. What age do I expect to reach? For if to-day I put myself in the hands of the enemy, I shall be no older.

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Appendix.
Section III., I.
Examination Questions.
Male Teachers.
A½ Papers.
Old Programme.

LATIN.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted, one at least from each Section—A, B, C, and D. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. STRONGE, Head Inspector.
Mr. MORGAN, District Inspector.

SECTION A.

1. Translate into English:—

Hìc mihi nescio quod trepido malè numen amicum
Confusam eripuit mentem. Namque avia cursu
Dum sequor, et notâ excedo regione viarum,
Heu! misero conjux fatone erepta Creüsa
Substitit, erravitne viâ, seu lassa resedit,
Incertum: nec pòst oculis est reddita nostris
Nec priùs amissam respexi, animumque reflexi,
Quàm tumulum antiquae Cereris sedemque sacratam
Venimus: hìc demum collectis omnibus una
Defuit, et comites natumque virumque fefellit.
Quem non incusavi amens hominumque Deorumque,
Aut quid in eversâ vidi crudelius urbe?

AENEID, Book II.

Explain construction of *mihi* (1st line) and *tumulum.*

2. Translate into English:—

Instructo exercitu, magis ut loci natura dejectusque collis et necessitas temporis quam ut rei militaris ratio atque ordo postulabat, quum diversis locis legiones, aliae aliâ in parte, hostibus resisterent, sepibusque densissimis, ut ante demonstravimus, interjectis prospectus impediretur; neque certa subsidia collocari, neque quid in quaque parte opus esset provideri, neque ab uno omnia imperia administrari poterant. Itaque in tantâ rerum iniquitate fortunae quoque eventus varii sequebantur.

CAESAR, Book II.

Explain the construction *sepibus interjectis.*

SECTION B.

3. Translate into English:—

Haec agenti portentum terribile visum: anguis ex columna lignea elapsus cum terrorem fugamque in regia fecisset, ipsius regis non tam subito pavore perculit pectus quam anxiis inplevit curis. itaque cum ad publica prodigia Etrusci tantum vates adhiberentur, hoc velut domestico exterritus visu Delphos ad maxime inclitum in terris oraculum mittere statuit. neque responsa sortium ulli alii committere ausus duos filios per ignotas ea tempestate terras, ignotiora maria, in Graeciam misit. Titus et Arruns profecti.

LIVY, Book I.

Write notes upon *Etrusci vates* and *Delphos.*

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SECTION C.

4. What construction is used after—

(*a*) verbs signifying to teach;
(*b*) „ „ „ forget;
(*c*) „ „ „ trust;
(*d*) „ „ „ sell;
(*e*) „ „ „ accuse?

Give examples in each case.

5. Explain the difference in the use of *quum* with the indicative and with the subjunctive moods.

6. Give the meanings of the following prepositions, and state what case each governs:—*sub, de, præ super, tenus.*

7. Give a biographical sketch of Sulla *or* Hannibal.

8. Describe the agrarian agitation of Caius Gracchus.

9. About what date did all Italy come under Roman sway? Who were the last Italian tribes to offer resistance?

SECTION D.

10. Translate into Latin:—

But Tarquinius was in great favour with the people; and when he desired to be king, they resolved to choose him rather than the sons of Ancus. So he began to reign, and he did great works both in war and peace. He made war on the Latins and took from them a great spoil. Then he made war on the Sabines, and he conquered them in two battles, and took from them the town of Collatia, and gave it to Egerius, his brother's son, who had come with him from Tarquinii.

FRENCH.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted, one at least from each Section A, B, C. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being assigned to each.*

Mr. SULLIVAN, Head Inspector.
Mr. WYSE, District Inspector.

SECTION A.

1. Translate into English:—

Il chantait les fleurs dont le printemps se couronne, les parfums qu'il répand, et la verdure qui naît sous ses pas. Puis il chantait les délicieuses nuits de l'été, où les zéphyrs rafraîchissent les

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Appendix. Section III. I. Examination Questions. *Male Teachers.* A¹ Papers. Old Programme.

hommes, et où la rosée désaltère la terre. Il mêlait aussi dans ses chansons les fruits dorés dont l'automne récompense les travaux des laboureurs, et le repos de l'hiver, pendant lequel la jeunesse folâtre danse auprès du feu. Enfin il représentait les forêts sombres qui couvrent les montagnes, et les creux vallons, où les rivières, par mille détours, semblent se jouer au milieu des riantes prairies.—*Télémaque.*

2. Translate into English:—

Sur l'animal bêlant, à ces mots, il s'abat.
  La moutonnière créature
Pesait plus qu'un fromage; outre que sa toison
  Etait d'une épaisseur extrême,
Et mêlée à peu près de la même façon
  Que la barbe de Polyphème,
Elle empêtra si bien les serres du corbeau
Que le pauvre animal ne put faire retraite:
Le berger vient, le prend, l'encage bien et beau,
Le donne à ses enfans pour servir d'amusette.

—*La Fontaine.*

3. Translate into English:—

Je suis prête: je sais une secrète issue
Par où, sans qu'on le voie, et sans être aperçue,
De Cédron avec lui traversant le torrent,
J'irai dans le désert où jadis en pleurant,
Et cherchant comme nous son salut dans la fuite,
David d'un fils rebelle évita la poursuite.
Je craindrai moins pour lui les lions et les ours . . . .
Mais pourquoi de Jéhu refuser le secours?
Je vous ouvre peut-être un avis salutaire.
Faisons de ce trésor Jéhu dépositaire.

—*Athalie.*

SECTION B.

4. Translate into French:—

It was during the siege of Toulon that Napoleon, while constructing a battery under the enemy's fire, had occasion to prepare a despatch, and called out for some one who could use a pen. A young sergeant named Junot leapt out, and, leaning on the breastwork (*parapet*), wrote as he dictated. As he finished, a shot struck the ground by his side, scattering dust in abundance over him and everything near him. "Good," said the soldier, laughing, "this time we shall spare our sand." The cool gaiety of this pleased Bonaparte; he kept his eye on the man, and Junot came in the sequel to be Marshal of France and Duke of Abrantes.

5. Express in French:—

(*a.*) That book is cheap, but this one is very dear.

(*b.*) If you pay ready money, you will get it for half-price.

(*c.*) I have a headache, I shall go out for a drive.

(*d.*) That poor woman looks quite deaf.

(*e.*) She puts me in mind of her late mother.

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Section C.

6. (*a.*) Distinguish clearly between the negative particlee *pas, point, guère, plus nullement* by means of examples.

(*b.*) Mention three cases in which the *pas* may be omitted after a verb.

7. Write notes on the genders of the following nouns: *manche, chose, gens, poêle, pendule.*

8. Give rules for the agreement of the French participle that ends in *-ant.*

9. Translate the following expressions:—*tout beau, sens dessus dessous, entre nous, au fur et à mesure, tant pis.*

10. Give five substantives that have two forms for the plural, and distinguish between the different plural forms.

IRISH.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions are to be attempted, one at least from each section—A, B, C. The Examiner will read only the first five answers left uncancelled.*

The Questions in this Paper are all of equal value, ten marks being allowed for each.

Mr. Dewar, Head Inspector.
Mr. Lehane, District Inspector.

Section A.

1. Translate into Irish:—

The people are called Laplanders or Lapps. Come and we will visit one of their villages; I can only see a number of little round hillocks with smoke rising out of them; Oh! they are cottages, and here is a little boy and girl coming out of one of them.

2. Translate into Irish:—

The unfortunate man had not lain long quiet in the cavern, before he heard a dreadful noise, which seemed to be the roar of some wild beast, and terrified him very much. He started up with a design to escape, and had already reached the mouth of the cave, when he saw coming towards him a lion of prodigioue size.

Section B.

3. Translate into English:—

Ro éiriġ Ɗiarmuid agus ro innis do Ghráinne go raiḃ a naiṁde a ḃ-fogus dóiḃ; agus ro innis di sgeul na n-allṁuraċ ó ṫúis go deireaḋ, mar do ṫuit trí caogad dá muintir trí laeṫe a n-diaiġ a ċéile re n-a ċleasaiḃ, agus mar do ṫuit cúig ceud deug dá sluaġ an ceaṫraṁaḋ lá re niṁ a láiṁe, agus mar do ċeangal na trí Glaisṡéinnide an cúigṁeaḋ lá.

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4. Translate into English:—

Agus is é a dubairt: "Dom aithne, a Ghráinne," ar sé "is olc an tsuisi ná d-tángais; óir do b'ḟéarr duit Fionn mac Chumhaill mar leanán agat ná mise, agus nach ḃ-fearadar cá ḋuil ná ḋearn ná iarḋar d'Éirinn ina m-beurfad ḋu anois, agus fill tar h-ais don ḃaile, agus ní ḃ-fuigiḋ Fionn sgeula ar a n-deárrnais go bráth."

5. Translate into English:—

Ac deir Cormac naomḋa mac Cuilionáin na Fíalṫais, gur ab ó Ḃhriotáin ġoirṫior Brittania don oilén da n-goirṫior Breatain Mhór anuí; agus atá seanḋus Éirionn teaḋt leis air sin, amail a deir an duain dar ab tosaḋ "Aḋaiṁ aṫair sruiṫ ar slóġ," mar a n abair:—

Luiḋ Briotán tar muir, gan meirg,
Mac Fial Fheargusa Leiṫdeirg;
Breaṫnuiġ uile, buaiḋ go m-bloiḋ,
Naiḋ, gan ġaoi, no ġeinsiodar.

6. Translate into English:—

Ar neimḟior an suiḋiugaḋ atá ag druing do ṡeanḋuiḋiḃ ar Fhionntain do ṁairṫain se linn dilinne, mar a n-abrais gur ṁairsiod seaṫsior a g-ceiṫre h-áisiḋiḃ an domain se linn na dílinne, mar atá Fionntain, Searsor, Sorsi, agus Andóid. Gideaḋ a leuġṫóir, ná meas gur ab í so ceudfaiḋ na muinntire ar uġdarḋa gan seanḋus.

Section C.

7. Parse fully the following words which occur in Question 3:—

Ro éirig, go-raiḃ, dóiḃ, di and láimhe.

8. Give the principal rules of aspiration. Illustrate your answer by examples.

9. Write out the first person plural, indicative mood, active voice, of the several tenses of the verb faġaim, I find.

10. Quote or give the substance of the principal rules of Syntax relating to the relative pronoun. Indicate the relative pronoun in the expressions:—

(*a*) An tír ór ṫainic sé,
(*b*) Fláiġ léir marḃaḋ naoi míle díoḃ,
(*c*) Lá dár comorad aonaḋ le ríġ Éireann,
(*d*) Cuirfeam síos ann so beagán do ḃreugaiḃ na nua-Ghaill do scríoḃ ar Éirinn.

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NEEDLEWORK.—100 Marks.

Time allowed, seven hours.

Mr. STRONGE, Head Inspector.
Miss PRENDERGAST, Directress of Needlework.

SEWING (40 Marks).

As a test of proficiency in this branch candidate will have to execute, on material supplied by Superintendent, a specimen of each of the following:—*hemming*, *top-sewing* (a seam, top-sewn on one side, and hemmed down on the other), *stitching*, *running* (a run-and-felled seam and a tuck), a *buttonhole*, barred at each end; *sewing on gathers* (also known as "stocking-on"); *one buttonhole* and *one inch* of each of these stitches will suffice as a sample, and candidate will do well not to exceed the amount mentioned, as, by increasing it, she encroaches upon the time allotted to other branches of this subject. A small patch (about 1½ inches square) is to be tacked on, and sewn round one-quarter of the outer and one-quarter of the inner side, so as to complete one-quarter of the patch. Candidate's examination number is to be clearly marked upon an unworked portion of the specimen.

KNITTING AND DARNING (20 Marks).

Candidate, having provided herself with a piece of knitting in progress, viz.:—the leg of a baby's sock, with heel commenced, is required to turn and complete this heel in presence of Superintendent, picking up stitches for foot, and knitting three or four rounds of it. The sock should have, securely stitched to it, a label about 1 inch broad and 1½ inches long, of white tape or calico, clearly marked with candidate's examination number. Before beginning to turn the heel of the sock, candidate must present it to Superintendent to be marked by him.

Inspector will supply candidate with a small piece of stocking-web, which, for convenience in working, she can tack upon paper (right side down), cutting a square out of the middle of the paper to enable her to see the progress of the darn upon the right side as she works upon the wrong. She is to darn a *round* hole, *not smaller than a sixpence or larger than a shilling*, running in each direction to about half an inch beyond the hole, and leaving short loops for shrinkage.

Both sock and darn are, when finished, to be firmly attached, by a few strong stitches, to the specimen of sewing.

CUTTING-OUT AND DRESSMAKING (40 Marks).

Paper for cutting-out will be supplied. Cutting-out specimens are to be tacked together with needle and thread, *no pins are to be left in them.* Candidate will be required to cut out two articles, viz.:—a girl's overall, with yoke and sleeves, and a man's shirt, which may be cut half the full size only if desired. On each she will mark distinctly her examination number.

In dressmaking, candidate is required to cut out a closely-fitting bodice, for grown person, with long sleeves. *One half* of bodice and *one sleeve* will be accepted as a sufficient test.

Candidate is requested to comply, *as exactly as possible*, with all requirements mentioned above.

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Appendix.

Section III., II.

Examination Questions.

Male and Female Teachers.

A Papers.

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II.—Questions set to Candidates for First Division of First Class.—*New Programme.*

SCIENCE OF EDUCATION (First Paper): School Organisation and Methods.—75 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, fifteen marks being allowed for each.*

Mr. Stronge, Head Inspector.
Mr. W. A. Brown, District Inspector.

1. To avoid the excessive division of a teacher's time due to the number of distinct classes, a certain grouping of existing classes, or the adoption of a system by which the subject rather than the class should determine the organisation, has been suggested.

Give your views on this matter, showing in what subjects, and, generally, to what extent such a scheme is practicable.

2. What is the main purpose of Object Lessons?

State the conditions essential to their success.

3. "If a certain amount of accuracy, or a certain strength of conviction is necessary for a learner, much greater accuracy and a still greater strength of conviction is needful for a teacher."

Show fully the bearing of this extract on a teacher's work.

4. What are the advantages and disadvantages of lecturing, or the expository system?

5. Specify the principal points to be attended to in drawing up notes of a Reading Lesson.

6. Show the truth of the following observations:—"When children obtain answers by mere mechanical routine, or when they ask on receiving a question, 'What rule is it in'? they cannot be said to have been well instructed in Arithmetic."

7. When should the explanation of a new Arithmetical process be given to a class, and why?

8. The method of teaching Geography, which consists chiefly in making the pupil accumulate masses of isolated and unorganised matter, has been displaced by a more rational method.

Describe the latter, showing its objects and advantages.

9. Is a Glossary in a class Reader to be recommended? Discuss fully.

10. (*a*) Comment on the following:—

"The Kindergarten gives children nothing which seems like work."

(*b*) To what may unsatisfactory results in Kindergarten instruction be chiefly attributed?

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SCIENCE OF EDUCATION (SECOND PAPER): Knowledge of the Laws of Mental Development with special reference to their bearing on the Principles of Teaching.—75 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, fifteen marks being allowed for each.*

Mr. STRONGE, Head Inspector.
Mr. W. A. BROWN, District Inspector.

1. Define "Development of the Mind." Show the bearing of the Theory of Development on Education.

2. "The best method of teaching with a view to assimilation is also the best method of training with a view to faculty or power."

Discuss this statement.

3. What is meant by apperception? What other mental process co-operates? Illustrate each process, and show how they co-operate.

4. In connection with memory training, what are the principal rules to be followed in the process of acquisition?

5. (*a.*) Give an account of the mental state called interest, naming the several kinds.

(*b.*) The educational principle that there should be a gradual transition from the known to the unknown is supported by an important factor in determining interest. What is this factor?

6. "The true use of a definition is found in its application to new examples."

Explain fully the meaning of this extract, and show how the knowledge of a definition gives power.

7. (*a.*) What is meant by suggestion by similars?

Illustrate the process by reference to a method of teaching the junior pupils a development of the ordinary Addition Table.

(*b.*) In what way does a blackboard assist a child's memory?

8. What are the chief objections to the use of rewards in schools? Upon what does the educational value of a reward depend?

9. In connection with the educational control of the feelings, what is meant by the Principle of Association?

Illustrate the action of this principle in school life.

10. Give an account of the general principles to be followed in dealing with a passionate child.

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Appendix. Section III., II. Examination Questions. *Male and Female Teachers.* A Papers. New Programme.

ENGLISH LANGUAGE AND LITERATURE (FIRST PAPER): English Language.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. STRONGE, Head Inspector.
Mr. O'RIORDAN, District Inspector.

1. Describe the two groups of the Aryan Language in Asia, and explain the importance of the discovery of Sanskrit.
2. Describe the two main divisions (with their subdivisions) of the Celtic group of languages.
3. When did the Teutons invade Britain? Name the three tribes that settled in the country. Where did each come from, and where did each settle down? What is the origin of the word English?
4. When, and how, was the Latin element of the First Period introduced into England, and what traces has it left in our language?
5. What is the earliest known piece of popular poetical literature in Old English? When was it composed, and when written? What two points in connection with it are specially worthy of remark?
6. What is an alphabet? What two conditions should it observe? In what respects does the English alphabet fail to observe them?
7. Trace the derivation of the words:—*beefeater, causeway, country-dance, kickshaws, cray-fish.*
8. Explain the origin of the possessive case ending *'s*, and the formation of the word lady-day.
9. Distinguish between the Gerund, the Present Participle, and the Verbal Noun, all three of which now terminate in *-ing.*
10. Give the derivations of the words:—*daisy, gossip, nostril, harbour, lord.*

ENGLISH LANGUAGE AND LITERATURE, (SECOND PAPER): English Literature.—70 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, fourteen marks being allowed for each.*

Mr. SULLIVAN, Head Inspector.
Mr. HYNES, District Inspector.

1. Sketch briefly the life and writings of any one of the following authors:—

James Thomson;
Matthew Prior;
William Cowper.

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2. Mention two writers of Histories or Chronicles who flourished during the Norman period of English Literature, and tell something of their works.

3. Write out a short sketch of Piers Plowman's Vision and of the author of it.

4. Name Gower's three great works, and give an account of any one of them.

5. Tell what you know of any one of the following:—

(*a.*) The Boke of the Duchesse;
(*b.*) Troilus and Creseide;
(*c.*) The Legende of Goode Women.

6. Name the principal works of—

Charles Kingsley;
Jane Austen;
Charles Lamb;

and tell what you know of any one of these writers.

7. To whom are we indebted for each of the following:—

(*a.*) The Barons' Wars;
(*b.*) Why come ye not to Court;
(*c.*) Toxophilus;
(*d.*) The Shepherd's Calendar;
(*e.*) The Leviathan;
(*f.*) Gorboduc;
(*g.*) A Groat's Worth of Wit?

8. Mention the best known works of:—

(*a.*) Samuel Daniel;
(*b.*) Michael Drayton;
(*c.*) George Gascoigne;
(*d.*) John Donne;
(*e.*) Phineas Fletcher;
(*f.*) George Wither;
(*g.*) Sir William Davenant.

9. Specify the sources from which Shakespeare probably derived his materials for:—

(*a.*) A Midsummer Night's Dream;
(*b.*) Comedy of Errors;
(*c.*) Two Gentlemen of Verona;
(*d.*) All's Well that Ends Well;
(*e.*) Measure for Measure;
(*f.*) Twslfth Night;
(*g.*) The Taming of ths Shrew.

10. Name the author of each of the following:—

(*a.*) Madoc;
(*b.*) The Twopenny Postbag;
(*c.*) Whims and Oddities;
(*d.*) The Queen's Wake;
(*e.*) The Pleasures of Hope;
(*f.*) Rejected Addresses;

and tell what you can of any one of these works.

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Male and Female Teachers.

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ENGLISH LANGUAGE AND LITERATURE (THIRD PAPER): Shakespeare, King Lear.—30 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, six marks being allowed for each.*

Mr. SULLIVAN, Head Inspector.
Mr. NICHOLLS, District Inspector.

1. When was King Lear written? Can any conclusions on this point be drawn from the play itself?

2. In what respects does Shakespeare's presentment of the life and fate of Cordelia differ from that in the old story as narrated by Holinshed?

3. Paraphrase and explain the passage:—

(I) now grow fearful
That you protect this course and put it on
By your allowance; which if you should, the fault
Would not 'scape censure nor the redresses sleep,
Which, in the tender of a wholesome weal,
Might in their working do you that offence,
Which else were shame, that then necessity
Will call discreet proceeding.

4. Write notes on the following words and phrases:—

Untented woundings.
Thou unnecessary letter.
Bedlam beggars.
The good-years shall devour them.
Fire us hence like foxes.
Out of heaven's benediction to the warm sun.

5. Describe the course of events in Act V.

6. What is your estimate of the character of Albany? Illustrate your answer by quotations.

7. Give the substance of Gloucester's remarks commencing "These late eclipses" &c., and of Edmund's reflections thereon.

8. What are the references in "If I had a monopoly"—"Drive cackling home to Camelot"—"Those pelican daughters"—"A British man"?

9. Write out from memory six lines of verse uttered by the Fool.

10. Give four French words used in the play, their meanings, and the phrases in which they occur.

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ENGLISH LANGUAGE AND LITERATURE (FOURTH PAPER): An Essay.—100 Marks.

Two hours allowed for this paper.

Only one subject to be attempted.

Mr. EARDLEY, Head Inspector.
Mr. MCNEILL, District Inspector.

1. The Art of Conversation.
2. 1800 and 1900—A Comparison.
3. "Teaching is the noblest of all *professions*, but the sorriest of *trades*."

FRENCH (FIRST PAPER).—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions are to be attempted, two at least from each Section, A and B. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being allowed for each.*

Dr. MORAN, Head Inspector.
Mr. WYSE, District Inspector.

SECTION A.—*Authors.*

1. Translate into English:—

D'autres encore, ouvriers ingénieux et habiles, vont par les chemins et ramassent non point quelque diamant rare, non point quelque perle introuvable, mais quelques-uns de ces cailloux sur lesquels ont glissé les yeux de tout le monde, et qui ont été longtemps foulés par le pied dédaigneux du passant; ils les nettoient avec patience, les dépouillent de leur rude enveloppe, les taillent enfin avec art, et les couvrent de facettes si heureusement disposées, si adroitement polies, que la lumière, en s'y jouant, y produit mille effets nouveaux et permet à peine de les reconnaître.

Prévost-Paradol.

2. Translate into English:—

La parole n'a aucun pouvoir semblable chez nous. Les assemblées n'y sont que des cérémonies et des spectacles. Il ne nous reste guère de monuments d'une forte éloquence, ni de nos anciens Parlements, ni de nos États-généraux, ni de nos assemblées de Notables. Tout se décide en secret dans le cabinet des Princes, ou dans quelque négociation particulière. Ainsi notre nation n'est point excitée à faire les mêmes efforts que les Grecs pour dominer par la parole. L'usage public de l'éloquence est maintenant presque borné aux prédicateurs et aux avocats.

Lettre à l'Académie.

Is Fénelon's opinion favourable to the orators of his day?

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3. (*a.*) Translate into English:—

Rien ne s'oppose plus à la chaleur que le désir de mettre partout des traits saillants; rien n'est plus contraire à la lumière qui doit faire un corps et se répandre uniformément dans un écrit, que ces étincelles qu'on ne tire que par force en choquant les mots les uns contre les autres, et qui ne nous éblouissent pendant quelques instants, que pour nous laisser ensuite dans les ténèbres. Ce sont des pensées qui ne brillent que par l'opposition: l'on ne présente qu'un côté de l'objet, on met dans l'ombre toutes les autres faces.

Buffon.

(*b.*) State Buffon's definition of *style*. What does he consider the first condition necessary in a writer for a good style?

4. (*a.*) Translate into English:—

Octave aura donc vu ses fureurs assouvies,
Pillé jusqu'aux autels, sacrifié nos vies,
Rempli les champs d'horreur, comblé Rome de morts,
Et sera quitte après pour l'effet d'un remords!
Quand le ciel par nos mains à le punir s'apprête,
Un lâche repentir garantira sa tête!
C'est trop semer d'appâts, et c'est trop inviter
Par son impunité quelque autre à l'imiter.
Vengeons nos citoyens, et que sa peine étonne
Quiconque après sa mort aspire à la couronne.

Cinna.

(*b.*) "Et moi, par un malheur qui n'eut jamais d'égal,
Je pense servir Rome, et je sers mon rival!"

Name the speaker of these words, and narrate the circumstances in the plot of *Cinna* which seem to justify the statement.

5. (*a.*) Write notes on the italicized words in the following passages:—

(i.) Je m'en vais gager qu'ils n'ont jamais vu la *carte de Tendre*.
(ii.) Il y a de la *chromatique* là dedans.
(iii.) Que vous semble de ma *petite-oie?*

(*b.*) Translate into English:—

Cathos.—Hé, à quels comédiens la donnerez-vous?

Mascarille.—Belle demande! Aux grands comédiens. Il n'y a qu'eux qui soient capables de faire valoir les choses; les autres sont des ignorants qui récitent comme l'on parle; ils ne savent pas faire ronfler les vers, et s'arrêter au bel endroit: et le moyen de connoître où est le beau vers, si le comédien ne s'y arrête, et ne vous avertit par là qu'il faut faire le brouhaha?

Les Précieuses Ridicules.

SECTION B.—*Literature.*

6. Mention the chief incidents of the life of Racine, and sketch briefly the plot of any one of his plays.

7. Give some account of the foundation and first transactions of the French Academy.

8. Name three of the more important of Fénelon's works, and indicate briefly the subject of each. What part did he take in the quarrel of the "Ancients and Moderns"?

9. State what you know of Scarron, and of Mathurin Regnier.

10. What school of literature was satirized by Molière in *Les Précieuses Ridicules?* Describe briefly the origin and characteristics of this school.

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FRENCH (Second Paper).—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions are to be attempted, one at least from each Section—A, B, C. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being allowed for each.*

Dr. Moran, Head Inspector.
Mr. Wyse, District Inspector.

Section A.

1. Translate into French:—

The despotism of custom is everywhere the standing hindrance to human advancement, being in unceasing antagonism to that disposition to aim at something better than customary, which is called, according to circumstances, the spirit of liberty, or that of progress or improvement. The spirit of improvement is not always a spirit of liberty, for it may aim at forcing improvements on an unwilling people; and the spirit of liberty, in so far as it resists such attempts, may ally itself locally and temporarily with the opponents of improvement; but the only unfailing and permanent source of improvement is liberty.—*Mill.*

2. Translate into French:—

All the summer long the swallow is a most instructive pattern of unwearied industry and affection; for, from morning to night, while there is a family to be supported, she spends the whole day in skimming close to the ground, and executing the most sudden turns and quick evolutions. Avenues, and long walks under hedges, and pasture-fields, and meadows where cattle graze, are her delight, especially if there are trees interspersed; because in such spots insects most abound.—*Gilbert White.*

Section B.

Unprepared Passages.

3. Translate into English:—

Un effroyable cri, sorti du fond des flots,
Des airs en ce moment a troublé le repos;
Et du sein de la terre une voix formidable
Répond en gemissant à ce cri redoutable.
Jusqu'au fond de nos cœurs notre sang s'est glacé.
Des coursiers attentifs le crin s'est hérissé.
Cependant sur le dos de la plaine liquide,
S'élève à gros houillons une montagne humide.
L'onde approche, se brise, et vomit à nos yeux,
Parmi des flots d'écume, un monstre furieux.
Son front large est armé de cornes menaçantes;
Tout son corps est couvert d'écailles jaunissantes.

Racine.

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New Programme.

4. Translate into English:—

Qui pourrait décrire les mouvements que l'air communique aux végétaux? Combien de fois, loin des villes, dans le fond d'un vallon solitaire couronné d'une forêt, assis sur les bords d'une prairie agitée des vents, je me suis plu à voir les mélilots dorés, les trèfles empourprés, et les vertes graminées, former des ondulations semblables à des flots, et présenter à mes yeux une mer agitée de fleurs et de verdure! Cependant les vents balançaient sur ma tête les cimes majestueuses des arbres. Le retroussis de leur feuillage faisait paraître chaque espèce de deux verts différents. Chacun a son mouvement: le chêne au tronc roide ne courbe que ses branches, l'élastique sapin balance sa haute pyramide.—*Bernardin de Saint-Pierre.*

SECTION C.

History of the French Language.

5. "Notre langue n'est qu'un mélange de grec et de latin, et de "tudesque, avec quelques restes confus de gaulois."—*Lettre à l'Académie.*

Criticise this statement of Fénelon. How far do you consider it justified by the facts?

6. Give some account of the earliest manuscripts now existing in Lingua Romana.

7. At what time and under what circumstances was the French language affected by the Italian? To what subjects do the words of Italian origin chiefly relate? Give some examples.

8. What influences were tending to corrupt the French tongue at the time that Malherbe came to reform it?

9. (*a.*) Explain the presence of the double forms:—*fragile* and *frêle*, *raide* and *rigide*.

(*b.*) What do you know of the origin of the conjugation in *-ir?*

10. Write notes on the derivation and history of any *five* of the following words:—*redingote*, *gouverner*, *on* (indefinite pronoun), *où*, *boulevard*, *aujourd'hui*, *guillotine*, *leur*, *dorénavant*, *pire*.

MATHEMATICS (FIRST PAPER): Algebra; Plane and Spherical Trigonometry.—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted, one at least from each Section—A, B, and C. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being allowed for each.*

Mr. SULLIVAN, Head Inspector.
Mr. ROSS, District Inspector.

SECTION A.

1. Given—

$$bz+cy=a$$
$$cx+az=b$$
$$ay+bx=c.$$

prove that—

$$x^2+y^2+z^2+2xyz=1.$$

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2. Rationalize the equation—

$$\sqrt[3]{a_1x+b_1}+\sqrt[3]{a_2x+b_2}+\sqrt[3]{a_3x+b_3}=0.$$

3. If $a_0, a_1, a_2, a_3, \ldots\ldots a_n$ denote the coefficients in the expansion of $(1+x)^n$ where n is any positive integer, prove that—

$$a_0+\frac{a_1}{2}+\frac{a_2}{3}+\ldots\ldots\frac{a_n}{n+1}=\frac{2^{n+1}-1}{n+1}.$$

4. Solve the equation—

$$x^2+3y^2=35y$$
$$y^2+3x^2=19x.$$

5. Prove, where 10 is the base, that—

$$\log 29 > \tfrac{1}{2}+\log 2+\tfrac{1}{2}\,[\log 3+\log 7].$$

SECTION B.

6. ABC is a triangle; straight lines are drawn bisecting the angles A, B, C and meeting the opposite sides in the points D, E, F respectively. Express the area of each of the triangles AEF, BFD, and CED in terms of the sides a, b, c and the angle A.

7. Show that if—

$$\cos\theta=\frac{\cos\phi-a}{1-a\cos\phi}$$

then—

$$\frac{\tan^2\frac{\theta}{2}}{\tan^2\frac{\phi}{2}}=\frac{1+a}{1-a}.$$

8. If ABC is a triangle, prove that the expression $\sin\frac{A}{2}\ \sin\frac{B}{2}\ \sin\frac{C}{2}$ has its greatest value when the triangle is equilateral.

SECTION C.

9. Prove that in any spherical triangle—

$$\cos A=\frac{\cos a-\cos b\cos c}{\sin b\sin c}.$$

10. ABC is a spherical triangle right-angled at C; if ϕ be the angle between the bisector of the angle C and the perpendicular from C on the base, prove that—

$$\tan\phi=\tan\frac{A+B}{2}\ \tan\frac{A\sim B}{2}.$$

MATHEMATICS (SECOND PAPER): Geometry and Analytical Geometry.—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted, two at least to be taken from each Section—A, B. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being assigned to each.*

Mr. SULLIVAN, Head Inspector.
Mr. ROSS, District Inspector.

SECTION A.

1. State Euclid's test that four magnitudes are proportionals, and apply it in proving that triangles which have the same altitude are to one another as their bases.

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Appendix. Section III., II. Examination Questions. *Male and Female Teachers.* A Papers. New Programme.

2. Describe a circle touching two parallel chords of a given circle and also touching the given circle.

3. An equilateral triangle slides with the extremities of its base on two fixed rectangular axes. Show that the middle point of each of the remaining sides moves on a fixed right line.

4. A rod placed inside a cubical box moves with its extremities in contact with two edges which do not meet and are not parallel: prove that the locus of the centre of the rod is a circle.

5. Construct a parabola given two points on the curve and the focus.

SECTION B.

6. The co-ordinates of three points A, B, C, are $(-1, 2)$, $(6, 1)$, $(5, 4)$, respectively: show that the triangle ABC is right-angled at C.

7. Investigate the position of the circle $x^2+y^2+y-\frac{1}{4}=0$, finding the co-ordinates of the centre and the intercepts on the axes supposed rectangular.

8. Given the base and sum of sides of a triangle, prove that the locus of the centre of its inscribed circle is an ellipse.

9. A variable circle passes through a fixed point and cuts off from a given line an intercept of constant length: prove that the locus of its centre is a parabola.

10. Prove that the sum of the squares of any pair of conjugate diameters of an ellipse is constant.

HISTORY (FIRST PAPER): Civil History of Great Britain and Ireland from 1588 to 1815.—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions are to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty* marks being assigned to each.

Mr. DEWAR, Head Inspector.
Mr. SEMPLE, District Inspector.

1. What were the chief military events during the last fifteen years of the reign of Elizabeth?

2. Write short notes on "Thorough," the Treaty of Limerick, "Wood's halfpence," the action between the Shannon and the Chesapeake.

3. How were the people divided in their adhesion to the King and Parliament respectively at the beginning of the Civil War?

4. Narrate briefly the military events in England and Scotland from 1648 to 1651 (inclusive). In what main respects did this war differ from that preceding the battle of Naseby?

5. Describe the expedition of Monmouth, and account for the fact that it failed, while that of William of Orange succeeded.

6. Explain the relations between home and foreign politics during the reign of Anne.

7. Describe the early life and character of William Pitt, Earl of Chatham. Show the inconsistency of his political conduct during the Seven Years' War.

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8. Give an account of the differences between America and Great Britain which preceded and caused the American War of Independence.

9. What circumstances caused the renewal of the war with France in 1803?

10. Sketch briefly the home and foreign policy of William Pitt the younger.

HISTORY (SECOND PAPER): Constitutional History of Great Britain and Ireland from 1588 to 1815.—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions are to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being allowed for each.*

Mr. DEWAR, Head Inspector.
Mr. SEMPLE, District Inspector.

1. What was the character of the English constitution under the Tudors? Account for the augmented power of the Crown under their rule.

2. Summarize the results of the struggle between James I. and his Parliaments.

3. Describe the constitution, the criminal jurisdiction, and the mode of procedure, of the Court of Star Chamber in the reigns of James I. and Charles I.

4. Show the importance of unity in political action. By what means has it been secured in the English constitution?

5. Examine the conduct of the judges in condemning Sir Henry Vane.

6. What were the provisions of the Irish Act of Settlement passed at the restoration of Charles II.?

7. What appears to have been the design of Sir William Temple in proposing to Charles II. a plan for a new Council to consist of thirty members?

8. What was the origin of the terms Whig and Tory? Contrast the political opinions of the two parties.

9. Trace the growth of the spirit of independence in the Irish Parliament from the Revolution till the end of the reign of George II.

10. Give a summary of the Penal Laws imposed on Irish Catholics during the reigns of William III. and Anne.

MATHEMATICAL PHYSICS (FIRST PAPER.—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted, two at least from each Section—A, and B. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being allowed for each.*

Dr. MORAN, Head Inspector.
Mr. DALTON, District Inspector.

SECTION A.—MECHANICS.

1. A uniform lever rests with both its arms touching the circumference of a vertical circle whose radius is z, the arms being at

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Appendix. Section III., II. Examination Questions. *Male and Female Teachers.* A Papers. New Programme.

right angles to each other and of lengths $2x$ and $2y$ respectively; prove that the inclination of the arm $2x$ to the horizon

$$= \tan^{-1} \frac{xz + yz - x^2}{xz + yz - y^2}.$$

2. What is meant by *centre of parallel forces?* What relation exists between *centre of parallel forces* and *centre of gravity?*

From a solid cone of height h another cone having the same base is scooped out; what must be the height of this hollow cone in order that its vertex may be the centre of gravity of the remaining solid?

3. A particle descends down the circumference of a smooth vertical circle, starting from rest at its vertex; find the pressure which the circle exerts on it at any point, and also the point at which it will quit the curve.

4. A perfectly elastic body is projected from a point in a plane whose inclination to the horizon is ϕ; prove that the angle, θ, at which the body must be projected in order that after striking the plane it may be reflected vertically upwards is given by—

$$\tan\theta = \tfrac{1}{2}(3 \tan\phi + \cot\phi).$$

5. If l be the length of a simple pendulum vibrating in a small circular arc, prove that the time of describing a complete oscillation $= \pi \sqrt{\frac{l}{g}}$.

Section B.

6. A cylinder of given dimensions is just immersed in a fluid with its axis vertical. Show how to divide it into three parts by planes parallel to each end so that the pressures on the curved surfaces of these parts may be equal.

7. A lamina in the shape of a quadrilateral ABCD has the side CD in the surface of a fluid, and the sides AB, BC vertical, and of lengths x, y respectively. Prove that the depth of its centre of pressure $= \frac{1}{2} \frac{(x+y)(x^2+y^2)}{x^2+xy+y^2}$.

8. State the conditions of equilibrium of a floating body.

Can an isosceles triangular lamina float with its base vertical in a liquid of twice its density?

Give full reasons for your answer.

9. Describe the construction and principle of the diving bell. If a hemispherical diving bell be sunk in water until the surface of the water in the bell bisects its vertical radius; prove that the distance between the surfaces of the water within and without the bell is to the height of the water barometer in the ratio 11 : 5.

10. If the temperature and force of gravity be assumed to remain constant as we ascend in the atmosphere, show that for a series of heights taken in arithmetical progression, the corresponding densities of the air decrease in geometrical progression.

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MATHEMATICAL PHYSICS (SECOND PAPER).

Geometrical Optics and Astronomy.—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted, two at least to be taken from each Section—A, B. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being assigned to each.*

DR. MORAN, Head Inspector.
MR. DALTON, District Inspector.

SECTION A.—GEOMETRICAL OPTICS.

1. Explain the distinction between *real* and *virtual* images. A luminous point is placed between two plane mirrors inclined to each other at an angle of 30°. Find the total number of images formed by successive reflexions, and show that this number does not vary as the point moves about between the mirrors.

2. Parallel rays are incident on a reflecting semicircular mirror, and in its plane. Show that the caustic curve is the locus of a point on the circumference of a circle which touches the reflecting circle and rolls upon a concentric circle of half its diameter.

3. Prove that if a ray of light be refracted successively through any number of media bounded by parallel plane surfaces, its direction in any medium will have undergone the same deviation as if the ray had been refracted directly into that medium.

4. Prove that the focal length of a refracting sphere $= \frac{\mu r}{2(1-\mu)}$, where r is the radius of the sphere and μ the refractive index of its substance.

5. What is meant by the *dispersive power* of a body? Show that a convex and a concave lens, both being supposed very thin, will form an achromatic combination when their dispersive powers are proportional to their focal lengths.

SECTION B.—ASTRONOMY.

6. Explain what is meant by the *equation of time;* and state clearly the two causes to which it is due. Show that its numerical amount at any instant is the value, expressed in time, of the angle between the declination circles of the true and the mean sun at that instant.

7. If the right ascension of a star be equal to its latitude, prove that its declination must be equal to its longitude.

8. Show that the magnitude and character of a solar eclipse must vary with the position of an observer on the earth's surface. Explain clearly the form of solar eclipse which is visible at a station where the distance between the centres of the sun and moon is seen to be just equal to the difference of their apparent semi-diameters.

9. Show that the apparent area of the illuminated disc of the moon varies as the versed sine of the supplement of its elongation with regard to the earth.

10. Prove that two planets appear stationary, as seen from one another, when the sum of the products formed by multiplying the angular velocity of each into the cosine of its angle of elongation vanishes. (The planets are supposed to be moving in the same plane, and in circular orbits.)

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Appendix.

Section III. II.

Examination Questions.

Male and Female Teachers.

A Papers.

New Programme.

PHYSIOLOGY (FIRST PAPER).—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted, two at least from each Section—A, and B. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being allowed for each.*

Mr. EARDLEY, Head Inspector.
Mr. CHAMBERS, District Inspector.

SECTION A.

1. Give an account of the metabolism of the living tissue of animals.

2. What are the essential functions attributable to (*a*) the cerebrum, (*b*) the cerebellum of vertebrated animals?

3. In what relation do the following substances stand to one another:—(*a*) haemoglobin, (*b*) haematin, (*c*) haemin? What function does haemoglobin perform in the animal body?

4. What do you know regarding the secretion, composition, and effects of the gastric juice?

5. Give a short account of the organ of sound in mammals. Upon what causes do the pitch and loudness of the vocal tones depend?

SECTION B.

6. What nerves supply the iris? Give the function of each.

7. Describe the means by which the blood is compelled to pass in a definite direction through the heart of a mammal, and the nervous mechanism supposed to be essential to the heart's motion.

8. Give a short account of the structure of the *internal* ear of mammals, and state how it varies in (*a*) fishes, (*b*) reptiles, (*c*) birds.

9. Describe briefly the structure of the kidney of the highsr mammalia.

10. What is the situation, and what the function of the vasomotor centre?

PHYSIOLOGY (SECOND PAPER).—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted, two at least to be taken from each Section—A, B. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being assigned to each.*

Mr. EARDLEY, Head Inspector.
Mr. CHAMBERS, District Inspector.

SECTION A.

1. Discuss (*a*) the chemical, (*b*) the mechanical action of light on plants.

2. Describe briefly the two modes of reproduction of plants, and give examples of each.

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3. Write a short account of the structure and composition of the starch grain.

4. State the functions performed in plant life by (*a*) phosphorus, (*b*) iron, and (*c*) potassium.

5. State what you know regarding the construction and uses of stomata, and the situations in which they occur.

Appendix. Section III., II. Examination Questions. Male and Female Teachers. A Papers. New Programme.

SECTION B.

6. Give an account of the mechanism of prehension and digestion of animal food in the various types of *carnivorous* plants.

7. State the changes that occur in the chemical composition of the cell-wall during its growth.

8. State what you know regarding the formation of *chlorophyll* in plants, and explain how it assists in their nutrition.

9. State the different ways in which cells unite to form tissues, and give an example of each class.

10. State what you know regarding (*a*) the composition, and (*b*) the movements of living protoplasm in plant life.

III.—QUESTIONS set to Candidates for Second Division of First Class and for Second Class.—*New Programme.*

Section III., III. Male and Female Teachers. B Papers. New Programme.

GRAMMAR.—60 Marks.

Two hours allowed for this paper.

N.B.—*In addition to the questions in Parsing and Analysis, namely, Nos. 1 and 2, which are compulsory, only three questions are to be attempted. The Examiner will read only the Parsing and Analysis and the first three other answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. SULLIVAN, Head Inspector.
Dr. BEATTY, District Inspector.

1. ARIEL. Your charm so strongly works 'em,
That if you now *beheld* them, your affections
Would become tender.
PROSPERO. *Dost* thou *think* so, spirit?
ARI *Mine would*, sir, *were* I human.
PROS. And mine shall.
Hast thou, which art *but air*, a *touch*, a feeling
Of their afflictions, and shall not *myself*,
One of their kind, *that* relish all as sharply,
Passion as they, be *kindlier* moved than thou art?

Parse fully the words in *italics*. (It is not allowable to parse, instead of a word given, one substituted for it.)

2. Give a complete analysis of the following:—

What the philosophers say of motion, that, when it is once begun, it continues of itself, and will do so to eternity, without some stop put to it, is clearly true on this occasion.

3. What is the gerundial infinitive? Trace the origin and history of this form.

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Appendix. Section III., III. Examination Questions. *Male and Female Teachers.* B Papers. New Programme.

4. Correct (giving reasons) or justify the following expressions:—

(*a.*) None of them were there.
(*b.*) Silver and gold have I none.
(*c.*) What dost thou mean by shaking of thy head?
(*d.*) I found him better than I expected to have found him.

5. Describe and illustrate the anomalous character of English orthography.

6. Describe the present position of the dative case in Modern English, setting forth its function and syntax.

7. Classify the various kinds of extension of the predicate.

8. Write down in a column the following suffixes, and opposite each give the meaning imparted by it, the part of speech to which it is joined, and the language from which it comes:——*ard*, ——*ive*, ——*k*, ——*wise*, ——*ize*, ——*ern*.

9. Enumerate as many words as possible which English has formed from the following Greek words:—*Hodos, onoma, phainomai, tele, strepho, monos.*

10. Explain fully the meaning of the following lines, and mark the accented syllables in each line:—

Trochee trips from long to short,
Iambics march from short to long,
With a leap and a bound the swift Anapaests throng.

ENGLISH COMPOSITION.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only one subject to be attempted.*

Mr. Eardley, Head Inspector.
Mr. McNeill, District Inspector.

1. School Libraries.
2. Howe'er it be, it seems to me
   'Tis only noble to be good.
3. The beauty of the Morning.

ENGLISH LITERATURE.—70 Marks.

Two hours allowed for this papsr.

N.B.—*Only five questions to be attempted, one at least from each Section, A, B, C. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, fourteen marks being allowed for each.*

Mr. Stronge, Head Inspector.
Mr. McAlister, District Inspector.

Section A.

1. Describe the "Pilgrim's Progress"; write a short life of its author, and name his other works.

2. Enumerate and write a brief description of ths prose works of Milton.

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3. Name the author and state the subject of the following:—

(*a.*) "Nymphidia";

(*b.*) "The Hind and The Panther";

(*c.*) "Musophilas";

(*d.*) "The Leviathan";

(*e.*) "Oceana."

4. Certain plays of Shakespeare are known to have appeared before 1598; name them, and explain how the date is fixed.

Section B.

5. Quote the definition of a play, which Lisideiue proposes as a "standing measure" of the controversy, and give the substance of the passage, in which Neander shows that the definition is equally applicable to epic poetry.

6. "To begin then with Shakespeare. He was the man who of all modern and perhape ancient poets had the largest and most comprehensive soul."

Give, so far as you can, in his own words, the remainder of Dryden's estimate of Shakespeare.

7. Write explanatory notee upon:—

(*a.*) "If now and then he does not offer at a Catachresis or Clevelandism";

(*b.*) "The sock and buskin were not worn by the same poet";

(*c.*) "This oleo of a play";

(*d.*) "There are indeed some protatick persons in the ancients";

(*e.*) "Are whirled about by the motion of the *primum mobile*";

(*f.*) "The Water-poet'e rhymes";

(*g.*) "They lost their bargains by the candles' ends."

Section C.

8. "Be not afeard; the isle is full of noises." Quote the remainder of the speech of Caliban.

9. Annotate the following with special reference to the words *italicized*:—

(*a.*) "What a *pied ninny's* this! Thou scurvy *patch*";

(*b.*) "Each *putter out of five to one*";

(*c.*) "Now come, my Ariel! bring a *corollary*";

(*d.*) "*Her* and *her blind boy's* scandall'd company I have forsworn";

(*e.*) "Wouldst give me
Water with berries in it?"

(*f.*) "If 'twere a *kibe*";

(*g.*) "And sometimes I'll get thee
Young *Scamels* from the rock."

10. Compare the characters and actione of Caliban and Ariel as the slaves of Prospero.

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Appendix.

Section III., III.

Examination Questions.

Male Teachers.

B Papers.

New Programme.

ARITHMETIC.—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.*

Mr. DEWAR, Head Inspector.
Mr. D. P. FITZGERALD, District Inspector.

1. Prove—

$$\frac{\log\sqrt{27}+\log 8-\log\sqrt{1000}}{\log 1\cdot 2}=\frac{3}{2}.$$

2. Two men undertake to do a piece of work for £2. One could do it alone in 5 days, the other in 8 days. With the help of a boy they finish it in 3 days. How should the money be divided among the three?

3. Show that the circulating decimal $\cdot 4\dot{5}\dot{6}$ may be considered as a Geometric Progression, and find the sum of the series.

4. If 1 mile be equal to 1,600 metres, 1 cubic fathom of water weigh 6 tons, and 1 cubic metre of water weigh 1,000 kilograms; find the ratio of a kilogram to an Avoirdupois pound.

5. Explain clearly how you would teach a class to find by mental calculation the price of one lamb, when a flock of 960 costs £479.

6. A sum of money is put out at compound interest for 4 years. During the first 2 years interest is at the rate of 4 per cent., but during the last 2 years at 5 per cent. The total amount at the end of that time is £77 12*s.* 8¼*d.* What was the sum invested?

7. The difference between the incomes derived from investing a certain sum in 6 per cent. stock at 126 and in 9 per cent. stock at 210 is £22 10*s.* Find the amount invested.

8. To find the value of an annuity in perpetuity you divide the amount of the perpetuity for 1 year by the interest on £1 for 1 year. Prove this rule.

9. A and B walk a race of 25 miles. A gives B 45 minutes start and, walking uniformly a mile in 11 minutes catches B at the 20th milestone. Find B's rate, and by how much he lost in time and in distance.

10. In converting Irish acres to English acres an approximate answer is found by adding to the original measurement one-half and one-eighth of itself. Calculate the error in changing 62½ Irish acres to English acres by this method.

Female Teachers.

ARITHMETIC.—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.*

Mr. DEWAR, Head Inspector.
Mr. D. P. FITZGERALD, District Inspector.

1. Show clearly that the Banker's Discount exceeds the True Discount by the Interest on the True Discount.

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2. Explain clearly what is meant by *per cent., a gain of* 10 *per cent., a loss of* 10 *per cent.*

Find the value of ·875 per cent. of 5,168 miles.

3. State and prove the rule for dividing a given number into two or more parts proportional to given numbers.

4. If 5 silver roubles be worth 15*s.* $7\frac{1}{2}$*d.*, and £4 be worth 5 napoleons, and 1 napoleon be worth 4 dollars 25 cents, how many dollars should be exchanged for 45·056 silver roubles? (1 dollar =100 cents.)

5. Find the average of $12\frac{6}{25}$, 41, $6\frac{1}{2}$, ·0012, 0, $203\frac{1}{2}$, and $29\frac{7}{20}$. Express the result as a decimal.

6. A person by selling goods which cost £14 per cwt. at 2*s.* $9\frac{3}{4}$*d.* per lb., makes 5 per cent. more profit than he would have done if he had sold the goods for £55 15*s.* $3\frac{3}{4}$*d.*; what was the amount sold?

7. A man invested 500 guineas in 3 per cent. stock at $93\frac{1}{2}$, and, after having received one quarter's dividend, sold out at $96\frac{3}{4}$; find how much stock he bought, and how much he gained by the whole transaction.

8. Standard silver contains 37 parts in 40 of fine silver, and 1 lb. Troy of standard silver is coined into 66 shillings. Calculate the value of the money that can be made from 222 lbs. Avoirdupois of fine silver.

9. Explain fully how you would teach a class to find by mental calculation the price of 960 articles at 19*s.* $11\frac{3}{4}$*d.* each.

10. Two clocks were set to the correct hour at noon on 1st January 1900; one gained 5 seconds in 24 hours, and the other lost 6 seconds in 24 hours. At what hour by each clock, and on what date was the difference between them 1 minute?

ALGEBRA.—100 Marks.

Male Teachers.

Two hours allowed for this paper

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being allowed for each.*

Mr. Eardley, Head Inspector.
Mr. McClintock, District Inspector.

1. Explain clearly, as you would to a class, the meaning of $a^{\frac{m}{n}}$, and prove that—

$$\left(a^{\frac{1}{n}}\right)^m = \left(a^m\right)^{\frac{1}{n}},$$

where m and n are any positive whole numbers.

2. Solve the equation—

$$\frac{\sqrt{(x^2+1)}+\sqrt{(x^2-1)}}{\sqrt{(x^2+1)}-\sqrt{(x^2-1)}} + \frac{\sqrt{(x^2+1)}-\sqrt{(x^2-1)}}{\sqrt{(x^2+1)}+\sqrt{(x^2-1)}} = 4\sqrt{(x^2-1)}.$$

3. When $a+b+c=0$, show that $a^3+b^3+c^3=3abc$.

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Appendix.

Section III., III.

Examination Questions.

Male Teachers.

B Papers.

New Programme.

4. Simplify—

$$\frac{x^2-7xy+12y^2}{4x^2-11xy-3y^2}-\frac{2x^2+7xy-4y^2}{8x^2-6xy+y^2}+\frac{40xy}{16x^2-y^2}.$$

5. Find four numbers in Geometrical Progression, such that the sum of the extremes may be 36, and the sum of the means 24.

6. If $a^2=bc$, prove that—

$$b(c^2-ab)^2+c(b^2-ac)^2+2a(b^2-ac)\ (c^2-ab)=0.$$

7. Find the sum of the series—

$$\frac{a+b}{2},\ a,\ \frac{3a-b}{2}\ \ldots\ldots\ \text{to 21 terms.}$$

8. Define a Geometrical Progression, and find, from first principles, the sum of $(n+5)$ terms of such a progression, the first term being a and the common ratio r.

Find the first term of a Geometrical Progression whose sum is 10885, the common ratio being 6 and the number of terms 5.

9. Insert two Harmonic means between 1 and 6.

10. Show that the nth terms of $(1-x)$ and $(1+x)^{-2}$ are equal.

Female Teachers.

ALGEBRA.—50 Marks.

Two houre allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Eardley, Head Inspector.
Mr. McClintock, District Inspector.

1. A and B travel along a road 180 miles long in opposite directions, starting at the same time from the ends of the road. A travels 6 miles a day more than B, and the number of miles travelled each day by B is equal to double the number of days before they meet. Supposing they travel at uniform rates, find the number of miles which each travels in a day.

2. Solve the equation—

$$3x^2+15x-2\sqrt{x^2+5x+1}=2.$$

3. The sum of the first 5 terme of an Arithmetical Progression is to the sum of the first 8 terms as 25 is to 64. Find the ratio of the first term to the common difference.

4. Solve the equations—

$$xy+yz+xz=95,$$
$$x^2+y^2+z^2=171,$$
$$3z^2-x-y=135.$$

One set of positive values for x, y, and z will suffice.

5. Assuming the form of the continued product of any number of binomial factors, $x+a$, $x+b$, $x+c$, &c., deduce the truth of the binomial theorem for a positive integral value (n) of the index.

6. If $a+b+c=0$, prove that—

$$a^5+b^5+c^5=5abc(a^2-bc).$$

7. The first two terms of a series in Harmonic Progression are 7 and 8; continue the eeries to two more terms.

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8. Find the sum of the series—

$$-\frac{1}{3}, \frac{1}{2}, -\frac{3}{4}, \ldots\ldots$$

to seven terms.

9. If a, b, c, d are in proportion, prove that—

$$\frac{a^2+c^2}{b^2+d^2} = \sqrt{\frac{a^4+c^4}{b^4+d^4}}.$$

10. If A varies as B when C is constant, and A varies as C when B is constant, prove that A will vary as BC when both B and C vary.

GEOMETRY.—70 Marks.

Male Teachers.

Two hours allowed for this paper.

N.B.—*Only five questions are to be attempted, of which three must be in Section A, and two in Section B. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, fourteen marks being assigned to each.*

Only geometrical solutions will be accepted.

Dr. Alexander, Head Inspector.
Mr. Yates, District Inspector.

Section A.

1. Give Euclid's proof that equiangular parallelograms are to each other as the rectangles contained by their sides about a pair of equal angles.

2. On a given right line, construct a rectilineal figure similar to a given one and similarly placed as regards any side of the latter.

3. In an obtuse-angled triangle, the square on the side subtending the obtuse angle exceeds the sum of the squares on the sides containing the obtuse angle, by twice the rectangle contained by either of them, and its continuation to meet a perpendicular on it from the opposite angle.

4. Prove that the angle at the centre of a circle is double the angle at the circumference standing on the same arc.

5. Construct an isosceles triangle having each base angle double the vertical angle.

6. Give Euclid's definitions of *Duplicate Ratio, Extreme and Mean Ratio, Similar Rectilineal Figures,* and *Homologous Sides.*

Section B.

7. Find a point P the tangent from which to a given circle shall be equal to the distance of P from each of two given points.

8. If one diagonal of a square be produced to a point P so that the produced part is equal to the diagonal, prove the square on the line joining P to an extremity of the other diagonal is equal to five times the original square.

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Male Teachers.

B Papers.

New Programme.

9. If one vertex of an equilateral triangle lie at a given point on the circumference of a fixed circle and another vertex move round this circle, prove the third vertex moves on the circumference of another circle.

10. On a given base describe a triangle having one of its remaining sides double the other, and so that its area shall be the greatest possible.

MENSURATION.—30 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. All the questions in this paper are of equal value, six marks being assigned to each.*

Mr. Dewar, Head Inspector.
Mr. McGlade, District Inspector.

$$\pi \text{ or } \frac{\text{circumference}}{\text{diameter}} \text{ may be taken} = \frac{22}{7}.$$

1. Assuming that the gallon contains 277·274 cubic inches of water, calculate to three places of decimals the length of the side of a cubical cistern which holds 1,000 gallons.

2. If a pound of paint be required for every three square yards of surface painted, how much will be required to cover a tapering mast 100 feet in slant height, 2 feet in diameter at the bottom, and 6 inches in diameter at the top? (Top to be painted but not the bottom.)

3. OA, OB, OC, are three conterminous edges of a rectangular parallelopiped, measuring respectively 48, 25, and 15 feet. Find the volume of the smaller of the parts into which the parallelopiped is divided by a plane passing through the points A, B, C.

4. If an iron ball, 4 inches in diameter, weighs 9 lbs., what is the weight of a hollow iron shell, 2 inches thick, whose external diameter is 20 inches?

5. An open cylindrical vessel, whose internal diameter measures 3 feet 6 inches, requires 119 square feet 90 square inches of lead for lining its curved surface and bottom. Find how many gallons of water the vessel will hold, supposing 1 cubic foot of water to contain $6\frac{1}{4}$ gallons.

6. A brick wall is half a mile long, 10 feet high, $4\frac{3}{4}$ feet thick at the bottom, and tapering uniformly to 3 feet thick at the top; how many cubic yards of brickwork does it contain?

7. A marble column, in the shape of the frustum of a square pyramid, is 18 feet high; the length of each side of its base is 4 feet, and of its top $2\frac{1}{4}$ feet. Find its volume.

8. A bowl is in the shape of a zone of a sphere; the radius of the top is 16 inches, and of the bottom 4 inches; the greatest depth is 10 inches. Find the number of cubic feet of water it will hold.

9. Find the area of the curved surface of a sphere whose volume is 4851 cubic feet.

10. A railway 600 chains long is ballasted with gravel to a depth of $1\frac{1}{2}$ feet. Find the width of the roadway, if 9,240 truck loads are required, each truck holding $2\frac{1}{2}$ cubic yards of gravel.

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Appendix.

Section III., III.

Examination Questions.

Female Teachers.

B Papers.

New Programme.

MENSURATION.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. All the questions in this paper are of equal value, ten marks being assigned to each.*

Dr. MORAN, Head Inspector.
Mr. MCGLADE, District Inspector.

π or $\frac{\text{circumference}}{\text{diameter}}$ may be taken $= \frac{22}{7}$.

1. The area of the surface of a sphere is 154 square inches; find its volume.

2. Calculate the volume of a triangular pyramid whose perpendicular height is 12 feet, and the sides of whose base are respectively 3, 4, and 5 feet.

3. A rectangular parallelopiped on a square base is 3 feet 4 inches high, the volume is 40 cubic feet 1,440 cubic inches; find the side of the square base.

4. Find the area of the convex surface, and the volume of a cylinder, the diameter of which is $3\frac{1}{2}$ feet, and the altitude 21 feet.

5. Ascertain the cost of gilding the whole surface of a right circular cone, whose altitude is 12 feet, and whose base diameter is 10 feet, at $\frac{1}{4}d.$ per square inch.

6. A sphere with a diameter of 20 inches is floating in water. The altitude of the segment above the surface of the water is 4 inches. Find the area of the curved surface of the segment immersed in the water.

7. The carpeting of a room, in the shape of a cube, with carpet 24 inches wide, at 3*s.* 4*d.* per linear yard, costs £6 5*s.*; find the number of cubic feet of air that the room contains.

8. Calculate the volume of a right prism 32 feet long, whose ends are equilateral triangles, each side of which measures 100 inches.

9. A tankard is in the form of a frustum of a circular cone; its height is 6 inches, the diameter of its base $3\frac{1}{2}$ inches, and that of its top $2\frac{1}{3}$ inches; find its volume.

10. The altitude of the segment of a sphere is 12 inches, and the diameter of its base 48 inches. Calculate the volume of the segment.

Male Teachers.

AGRICULTURE.—40 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, eight marks being allowed for each.*

Mr. SULLIVAN, Head Inspector.
Mr. KELLY, District Inspector.

1. What circumstances determine the character of sandy soils? Specify the general characteristics of such soils, and state, with explanatory notes, the crops to which they are suitable or otherwise.

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Appendix. Section III. III. Examination Questions. *Male Teachers.* B Papers. New Programme.

2. Give as many instances as you can in which practical farming has advanced through the discoveries of German scientists.

3. Criticise fully the following rotation:—

Potatoes,
Flax,
Grass.

4. Enumerate the points of advantage possessed by movable combs in beehives.

5. What precautions should be taken against injury from frost in the case of (*a*) early planted potatoes, (*b*) mangles, (*c*) winter wheat, (*d*) shield budding? On what principles are such precautions founded?

6. How do you account for the facts that (*a*) meadows having much foxtail should be mown early, (*b*) crested dogstail should not enter largely into mixtures of grass seeds, (*c*) florin grass is particularly suited to the climate of the West of Ireland, (*d*) white clover should not be sown in meadow lands?

7. Write notes on the value and use of basic slag and gas lime as manures.

8. State what you know of the Border Leicester breed of sheep.

9. Describe the system of training best suited to stone-fruit trees, and specify the advantages of this system.

10. Write notes of a lesson on grafting such as might be suitable for a Fifth class.

Female Teachers.

AGRICULTURE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Dr. Moran, Head Inspector.
Mr. Kelly, District Inspector.

1. State the principal remedies against the ravages of the turnip beetle.

2. Explain why the soil should be both moist and fine in order to produce good crops.

3. Enumerate the principal methods of keeping down weeds.

4. To what class of artificial manures do bones belong? How should bones be treated before being applied as manure? Explain fully.

5. State what you know of runner beans (scarlet runners).

6. Enumerate the principal qualities of the Norfolk Polled cattle.

7. Describe the method of making and ripening Stilton cheese.

8. Give a brief description of the combined reaping and mowing machine.

9. Specify the defects of meadow catstail or timothy.

10. State what you know of the Langshan breed of poultry.

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THEORY OF METHOD.—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being allowed for each.*

Dr. MORAN, Head Inspector.
Mr. HUGHES, District Inspector.

1. What intellectual powers are trained by skilful "educational questioning"? Give the outline of a lesson which will show clearly how this training may be given.
2. What, in your opinion, is the duty of the family in education, and what the functions of the school?
3. Contrast the Monitorial and the Training or Glasgow systems of organization, and give the educational value of each system.
4. Give the outline of a lesson introducing the study of fractions to Fifth Class.
5. Write notes of a lesson on the Moods of a Verb.
6. Compare "individual" and "class" teaching. What is the particular province of each?
7. What are the results obtained by skilful object teaching? Give notes of an object lesson on a Spider.
8. What is meant by the mental operation called judgment? Show how this is trained by some school subjects.
9. What is the value of physical exercise in the training of children? Mention some exercises that may be introduced with advantage into school routine.
10. Write out notes for full explanation of—

Thy shores are empires, changed in all save thee—
Assyria, Greece, Rome, Carthage, what are they?
Thy waters washed them power while they were free,
And many a tyrant since; their shores obey
The stranger, slave, or savage; their decay
Has dried up realms to deserts: not so thou,
Unchangeable save to thy wild waves' play—
Time writes no wrinkle on thine azure brow—
Such as creation's dawn beheld, thou rollest now.

Female Teachers.

THEORY OF METHOD.—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being allowed for each.*

Dr. MORAN, Head Inspector.
Mr. HUGHES, District Inspector.

1. What intellectual powers are trained by skilful "educational questioning"? Give the outline of a lesson which will show clearly how this training may be given.

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Appendix. Section III. III. Examination Questions. *Female Teachers.* B Papers. New Programme.

2. What, in your opinion, is the duty of the family in Education, and what the functions of the school?

3. Name the instincts of childhood which Kindergarten should develop. Show how any one of these is trained by school life.

4. Give the outline of a lesson introducing the study of fractions to Fifth class.

5. Write notes of a lesson on the Moods of a Verb.

6. Compare "individual" and "class" teaching. What is the particular province of each?

7. What are the First and Second Kindergarten Gifts? Show clearly how the training in each of them is identical, and how the knowledge acquired in each differs.

8. What are the results obtained by skilful object teaching? Give notes of an object lesson on a Spider.

9. What is meant by the mental operation called judgment? Show how this is trained by some school subjects.

10. Write out notes for full explanation of:—

Thy shores are empires, changed in all save thee—
Assyria, Greece, Rome, Carthage, what are they?
Thy waters washed them power while they were free,
And many a tyrant since; their shores obey
The stranger, slave, or savage; their decay
Has dried up realms to deserts:—not so thou,
Unchangeable save to thy wild waves' play—
Time writes no wrinkle on thine azure brow—
Such as creation's dawn beheld, thou rollest now.

Male and Female Teachers.

MECHANICAL DRAWING.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being assigned to each.*

Dr. Alexander, Head Inspector.
Mr. Craig, District Inspector.

Special Instructions.

The constructions must be strictly geometrical, and not the result of calculation or trial.

A single accent (′) signifies feet, a double accent (″) inches.

Lines parallel or perpendicular to others may be drawn without showing any construction.

1. Construct and figure correctly a diagonal scale of $1\frac{1}{2}''$ to $1'$, to show $\frac{1}{4}$ inches. Indicate clearly upon the scale a length of $3'\ 3\frac{3}{4}''$.

2. Construct a trapezium FGHJ, with a perimeter of $7''$, a given angle of $55°$ at G, and the sides in a given proportion of $2:3:4:5$.

3. In a rectangle $3\frac{1}{2} \times 2\frac{1}{2}$ inches inscribe part of an ellipse, and draw a tangent to the curve at the point of its intersection with a diagonal of the rectangle. (One half only of the ellipse need be shown.)

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4. A line, AB, is 1·5″ from the centre of a circle of ·8″ radius. A point, P, in the line is 2″ from the centre of the circle. Draw a second circle to touch the line AB in the point P, and also the given circle so as to include the latter.

5. Draw a copy, enlarged to twice the scale, of diagram No. 5 on accompanying sheet. All construction lines must be shown.

6. Draw an equilateral triangle of 3″ side, and in it place three equal circles, each touching two sides of the triangle and the remaining circles.

7. ABCD, in diagram No. 7 on accompanying sheet, is the plan of a box without a lid, 1·25″ high, made of material of uniform thickness. Draw an elevation on the line *xy*, showing the section of the box made by the vertical plane represented in plan by the line *ef*.

8. A pentagonal prism (see diagram No. 8 on accompanying sheet) lies with one face on the horizontal plane, and with its ends parallel to the vertical plane. Determine a new elevation on *x′y′*.

9. A cylinder 4″ long, its base being a circle of 1·5″ radius, is to be shown in plan and elevation when its axis is inclined to the paper at an angle of 35°.

10. Draw the plan and elevation of a square of 3″ side when its plane is inclined at 63° and one side at 25°.

OBJECT DRAWING—SHADED.—50 Marks.

One hour and a half allowed for this subject.

Dr. Alexander, Head Inspector.
Mr. Craig, District Inspector.

Instructions to Candidates.

1. A shaded drawing of the models placed before you is to be made so as fairly to fill the paper supplied.

2. No ruling, measuring, squaring, tracing, or use of instruments is allowed. All central and guide lines must be drawn freehand, and on no account be ruled.

The pencil may be held between the eye and the objects for the purpose of estimating their apparent relative size.

OBJECT DRAWING—SHADED.—50 Marks.

One hour and a half allowed for this subject.

Dr. Alexander, Head Inspector.
Mr. Craig, District Inspector.

Instructions to Superintendents.

On a drawing board covered with a sheet of white paper and elevated about 2 feet 6 inches above the ground, the superintendent will place a cylinder and a rectangular prism in the positions figured below.

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Appendix.

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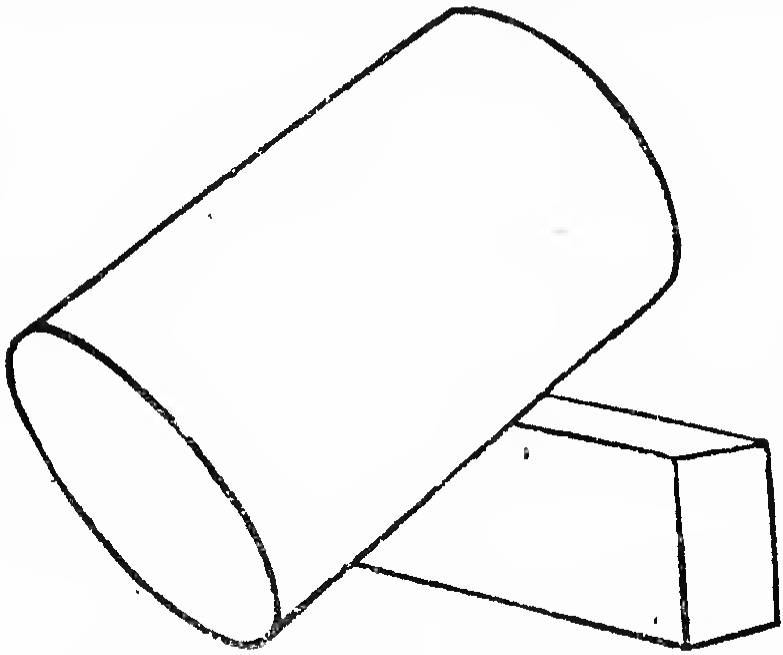
Examination Questions

Male and Female Teachers.

B Papers.

New Programme.

The light should, if possible, come from above over the candidate's left shoulder and so fall obliquely on the models.



HISTORY OF GREAT BRITAIN AND IRELAND.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are of equal value, ten marks being assigned to each.*

Mr. Stronge, Head Inspector.
Mr. Lynam, District Inspector.

(Dates are to be given where necessary.)

1. Give a full account of the foundation of the English naval power.
2. Describe Elizabeth's conduct with regard to monopolies.
3. Give in some detail an account of the British interference in French affairs during the reign of Charles I.
4. Describe the state of parties in Ireland during the rebellion of 1641.
5. State the provisions of the Petition of Right, and describe the circumstances which led up to it.
6. Write a sketch of the Long Parliament.
7. Describe Cromwell's campaign in Ireland.
8. What was the Bloody Assize? Give a short account of the incidents to which it was a sequel.
9. State the provisions of the Act of Settlement of 1661. How were they carried out?
10. What were the conditions under which the Declaration of Rights was passed? What authority did the body which passed it possess?

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Section III., III.

Examination Questions.

Male and Female Teachers.

B Papers.

New Programme.

LATIN.—40 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions are to be attempted, one at least from each Section—A, B, C, D. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, eight marks being allowed for each.*

Mr. Stronge, Head Inspector.
Mr. Morgan, District Inspector.

Section A.

1. Translate into English:—

Postquam prima quies epulis mensaeque remotae,
Crateras magnos statuunt, et vina coronant.
Fit strepitus tectis, vocemque per ampla volutant
Atria: dependent lychni laquearibus aureis
Incensi, et noctem flammis funalia vincunt.
Hìc Regina gravem gemmis auroque poposcit
Implevitqne mero pateram, quam Belus st omnes
A Belo soliti. Tum facta silentia tectis:
"Jupiter,—hospitibus nam te dars jura loquuntur—
Hunc laetum Tyriisque diem Trojāque profectis
Esse velis, nostrosque hujus meminisse minores."

Explain the construction *soliti* and *hujus*.

2. Translate into English:—

Cyrus quidem haec moriens; nos, si placet, nostra videamus. Nemo umquam mihi, Scipio, persuadebit aut patrem tuum Paulum aut duos avos, Paulum et Africanum, aut Africani patrem aut patrnum aut multos praestantes viros, quos enumerare non est necesse, tanta esse conatos, quae ad posteritatis memoriam pertinerent, nisi animo cernerent posteritatsm ad se ipsos pertinere. An censes, ut de me ipse aliquid more senum glorier, me tantos labores diurnos nocturnosque domi militiaeque susceptnrum fuisse, si isdem finibus gloriam meam, quibus vitam, essem terminatnrus?

Explain the constructions *quae pertinerent* and *militiaeque*.

3. Translate into English:—

Quodsi in scaena, id est in contione, in qua rebus fictis et adumbratis loci plurimum est, tamen verum valet, si modo id patefactum et inlustratum est, quid in amicitia fieri oportet, quae tota veritate psrpenditur? In qua nisi, ut dicitur, apertum pectus videas tuumque ostendas, nihil fidum, nihil exploratum habeas, ne amare quidem aut amari, cum, id quam vere fiat, ignores. Quamquam ista adsentatio, quamvis perniciosa sit, nocers tamen nemini notest nisi ei, qui eam recipit atque ea delectatur. Ita fit, ut is adsentatoribus patefaciat aures suas maxime, qui ipse sibi adsentetur et se maxime ipse delectet.

Explain the constructions *ut dicitur* and *qui adsentetur*.

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Appendix.

Section III., III.

Examination Questions.

Male and Female Teachers.

B Papers.

New Programme.

SECTION B.

4. Translate into English:—

Sed de me videro; nunc hoc propono, quod mihi persuasi, quamvis ars non sit, tamen nihil esse perfecto oratore praeclarius. Nam ut usum dicendi omittam, qui in omni pacata et libera civitate dominatur, tanta oblectatio est in ipsa facultate dicendi, ut nihil hominum aut auribus aut mentibus iucundius percipi possit. Qui enim cantus moderata oratione dulcior inveniri potest? quod carmen artificiosa verborum conclusione aptius? qui actor imitanda, quam orator suscipienda veritate iucundior?

5. Translate into English:—

Talia jactabam, et furiatâ mente ferebar,
Cùm mihi se, non antè oculis tam clara, videndam
Obtulit, et purâ per noctem in luce refulsit
Alma parens, confessa deam, qualisque videri
Coelicolis et quanta solet; dextrâque prehensum
Continuit, roseoque haec insuper addidit ore:—
Nate, quis indomitas tantus dolor excitat iras?
Quid furis? aut quonam nostrî tibi cura recessit?
Non priùs aspicies, ubi fessum aetate parentem
Liqueris Anchisen?

SECTION C.

6. Express in Latin:—

"We must practise diligence."
"We must assist the body."
Also, in three ways—"Three years after."

7. Explain the constructions known as the optative subjunctive and the historical infinitive. Give examples.

8. What are the various ways in which a purpose may be expressed in Latin? Give examples.

9. What changes in mood occur when the *oratio recta* is changed into the *oratio obliqua?*

SECTION D.

10. Translate into Latin:—

What youth can say, more than an old man, that he will live until night? The youth, indeed, hopes for more days, a thing which the old man cannot hope for. His hopes are foolish, for what can be more silly than to place confidence in an uncertainty. One wishes to live long, the other has lived long. Although what can there be in human life which can be called long? If hours, days, months, and years pass away, it matters little on what day, hour, or month we die.

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FRENCH.—40 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions are to be attempted, one at least from each Section—A, B, C, D. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, eight marks being allowed for each.*

Mr. Sullivan, Head Inspector.
Mr. Wyse, District Inspector.

Section A.

1. Translate into English:—

(*a.*)—

Il sait qu'il me doit tout, et que, pour sa grandeur,
J'ai foulé sous les pieds remords, crainte, pudeur;
Qu'avec un cœur d'airain exerçant sa puissance,
J'ai fait taire les lois, et gémir l'innocence;
Que pour lui, des Persans bravant l'aversion,
J'ai chéri, j'ai cherché la malédiction.—*Esther.*

(*b.*) On avait à peine eu le temps de secouer les rideaux d'indienne violette à fleure et de jeter eur le lit un couvre-pied de satin jaune qui avait appartenu "à défunt votre grand'mère," disait Mme. Gady à ses filles, lorsque la voiture s'arrêta à la porte. M. de Donissan descendit le premier pour donner la main aux dames.—*Derrière les Haies.*

2. Translate into English:—

(*a.*)—

Ainsi donc un perfide, après tant de miracles,
Pourroit anéantir la foi de tes oracles,
Raviroit aux mortels le plus cher de tes dons,
Le Saint que tu promets et que nous attendons?
Non, non, ne souffre pas que ces peuples farouches,
Ivres de notre sang, ferment les seules bouches
Qui dans tout l'univers célèbrent tes bienfaits.—*Esther.*

(*b.*) Pendant qu'elle se laissait aller à see espérances, ses yeux tombèrent sur un fossé au bord du chemin abrité par un saule-pleureur; les longues branches balayaient les eaux d'une petite mare au coin de la route et retombaient sur le fossé. Marthe crut apercevoir un lambeau de drap à travers les feuilles.—*Derrière les Haies.*

Section B.

3. Translate into English:—

Washington n'avait point ces qualités brillantes, extraordinaires, qui frappent, au premier aepect, l'imagination humaine. Ce n'était point un de ces géniee ardents, pressés d'éclater, entrainés, par la grandeur de leur pensée ou de leur passion, et qui répandent autour d'eux les richessee de leur nature, avant même qu'au dehors aucune occasion, aucune nécessité en sollicite l'emploi. Etranger à toute agitation intérieure, à toute ambition spontanée et superbe, Washington n'allait point au devant des choses.

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4. Translate into English:—
(*a.*) Vous essayez de m'en faire accroire.
(*b.*) Les Anglais se plaisent à courir le monde.
(*c.*) Monsieur, je saurai couper court à vos injures.
(*d.*) J'aime à vivre à ma guise.

SECTION C.

5. Translate into French:—

Going yesterday to dine with an old acquaintance, I had the misfortune to find his whole family very much dejected. Upon asking him the occasion of it, he told me that his wife had dreamt a strange dream the night before, which they were afraid portended some mischief to themselves, or to their children. At her coming into the room, I observed a settled melancholy in her countenance, which I should have been troubled for, had I not heard whence it proceeded.

6. Express in French:—
(*a.*) This ship is one hundred and seventy feet long.
(*b.*) Take care not to walk on the grass.
(*c.*) He nearly fell and broke his neck.
(*d.*) I heard your father say that.

SECTION D.

7. Account for the agreement or non-agreement of the past participle in:—
(*a.*) Je les ai *aidés* de ma bourse.—Il nous a *aidé* à descendre.
(*b.*) Je les ai *vus* voler des fruits.—Je les ai *vu* voler par des filous.

8. How are the *interrogative* pronouns, *who, whose, whom, which,* and *what,* expressed in French? Give sentences illustrating the manner in which these pronouns are rendered in French.

9. Mention three verbs with which, when used negatively, the word *pas* may be left out; and give a sentence, as an example, in each case.

10. Write the following nouns in the plural form:—*arc-en-ciel, basse-cour, abat-jour, avant-coureur;* and give the meaning of each.

IRISH.—40 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions are to be attempted, one at least from each Section—A, B, C, D. The Examiner will read only the first five answers left uncancelled.*

The Questions in this Paper are all of equal value, eight marks being allowed for each.

Mr. DEWAR, Head Inspector.
Mr. LEHANE, District Inspector.

SECTION A.

1. Translate into Irish:—

The swineherd, Hoti, having gone into the wood, one morning, as his manner was, to collect food for his hogs, left his cottage in the care of his eldest son Bōbō, a great lubberly boy, who being fond of playing with fire, as youngsters of his age generally are, let some sparks escape into a bundle of straw.

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Section B.

2. Translate into English:—

Gaḃ ataiṗṗi mór agus mioṡgair ṗe Gṗeugaiḃ iad triaṡ in m-briúid a ṗaḃadoṗ aca. Agus leis ṡin ṗo coṁairliġiuḋ aca an doċṗaide ṡin d'ṗáġḃáil. Gaḃuid ċúig míle le ċéile díoḃ iaṗ g-cinniuḋ aṗ an g-coṁairle ṡin ḋóiḃ, agus do níd báṗca dona bolgaiḃ, no dona tiaċaiḃ leaṫaṗ, a m-bídís ag taṗṗaing na h-úiṗe.

3. Translate into English:—

Iomċuṡa Tuaiṫe Dé Danann, iaṗ g-caiṫiuṁ ṡeaċt m-bliaḋan dóiḃ a d-tuaiṡceaṗt Alban, tangadoṗ a n-Éiṗinn; agus iaṗ d-teaċt a d-tír dóiḃ, Luan Beallteine, i d-tuaiṡceaṗt Éiṗionn loiṡgid a longa, gona da ḋeaṗḃaḋ ṡin, do ṡinniuḋ an ṗann so:—

Do loiṡg gaċ laoċ díoḃ a loing.
O do ṗioċt Éiṗe aṁiuill;
Do buḋ gleó tṗom aga ċoṗ,
Ceó na long aga loiṡgaḋ.

4. Translate into English:—

A h-aiṫle na laoiḋe ṡin, do baiṡteaḋ; agus do éagadaṗ, agus do h-aḋlacaḋ Clanna Lir; agus do cuiṗeaḋ Ṗiaċra agus Conṗoṗ a dá taoḃ, ogus Aoḋ do leiṫ a h-aiġṫe, maṗ do ṗiuaiġ Ṗionnġuala; agus do tóġḃaḋ a lia óṡ a leaċt, agus do ṡeṗíoḃaḋ a n-anmanna ogaim, agus do ṗeaṗaḋ a g-cluiṫe caointe; Agus do ṗríṫ neaṁ do n-a anmannaiḃ.

5. Translate into English:—

Am ṗioċt iṡ maiṗg atá beo
Mo ṡgiaṫáin do ṗeóiḋ ṗeam ṫaoiḃ
Suaill ṅaṗ ṁionaiġ an gaoiṫ ḋian
Mo ċṗoiḋe am ċliaḃ taṗéis Aoiḋ.

Tṗí ceud bliaḋain aṗ Loċ Dairḃṗeaċ,
Gan duḃ a ṗeaċtaiḃ daoine,
Daiġe liom, iṡ ní ṡaṁail,
Mo ṡeal aṗ Shṗuṫ na Maoile.

Ionṁuin tṗiaṗ, ón ionṁuin tṗiaṗ
Do ċodlaḋ ṡá bun mo ċlúiṁ
Go dtiocṡaid na maiṗḃ go cáċ
Ni ċóṁṗaiccṡead go bṗáṫ ṡa tṗiaṗ.

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Section C.

6. Translate into English:—

Τέιδεαm ταρ γρυτάη 'γαη ζ-cυραcάη cαοl δυδ
Αγ δέαηαm αη τ-αιτ̇ζεάρρ ζ'ηυιζ cηοcάη bεαζ αερεαċ
Ζο ρανζαmαρ αηαιζε 'ρaιδ ζεαταιδε ζαη αοη ζ̇lαγ
Αιτ α ρaιδ maιγτίη αζ ζlαmαοιl ζαη τραοcαδ
Ηί bρευζ δο Virgil αδειρ ιη α δέαργα
Ζυρ δ'é γεο Cerberus τ̇ειbεαδ αη ρέιδτεαċ
'Ηα ċοδlαδ δί αρ ċεαρτ-lάρ αη ċογάιη 'γζαη ϝαε γιη
Αċτ γοραρηαċ ριγεάη 'γ é αζ γρανηάη 'γα γέιδεαδ.

7. Translate into English:—

Αηη γοιη δο ċυαlα αη γεαη-ρίζ .ι. Ϭριαη Ϭόιρṁe ιαδ αζυγ δ'ϝιαϝραιζ δ̇ίοδ cαδ δο ċοηηcαδαρ. Αδυδ̇αιρτ αη δόιργεόιρ ζυρ αb é, αοη όζlαοċ αṁάιη mí-lίοτ̇αċ, maοl-ριαδ̇αċ, δ̇í αζ τεαċτ δε δ̇ρυιm αη τγlέιδ̇e, α ρaιδ̇ ηα γεαċτ ζcοιllτε Cρεατlαċα, ηο δά ϝ̇lιαδ̇ δ̇εαζ̇ Ϝhέιδ̇lιme, ηο α mαcγαṁαιl ειlε γιη δ'υαlαċ αρ α ṁυιη αιζε, αζυγ mά lεαηαηη γέ δο'η τγίυδ̇αl ατα ϝαοι ιγ δειṁιη ζο γζυαδϝαιδ γέ τεαċ Chιηη Chοραδ̇ αηη α ċογαιδ̇ ϝαοι αη δ̇ϝαιρρζε lειγ.

Section D.

8. Parse fully the following words which occur in Question 4:—
δο h-αδ̇lαcαδ, h-αιζ̇τ̇e, αηmαηηα, ζ-cluιċe and οζ̇αιm.

9. Give the meanings of the following prefixes:—

ϝριτ̇-, ιl-, ιη-, δο-, γο-, mí-, ρο-, bιτ̇- and αṁ-.

10. What classes of nouns belong to the first declension? Decline:—ϝεαρ, cρανη and bέαl.

TRIGONOMETRY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Sullivan, Head Inspector.
Mr. Cromie, District Inspector.

1. If the sides of a triangle are in Arithmetical Progression, find the value of the product of the tangent of half the greatest angle by the tangent of half the least angle.

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2. In a triangle $a=20$, $b=26$, $c=34$, solve the triangle, being given—

$$\begin{aligned} \text{Log } 2 &= \cdot 30103. \\ \text{Log } 3 &= \cdot 4771213. \\ \text{Log } 7 &= \cdot 8450980. \\ \text{L tan } 17^\circ\ 57' &= 9\cdot 5104849. \\ \text{L tan } 17^\circ\ 58' &= 9\cdot 5109156. \\ \text{L tan } 24^\circ\ 50' &= 9\cdot 6653662. \\ \text{L tan } 24^\circ\ 51' &= 9\cdot 6656975. \end{aligned}$$

3. Solve the equation :—

$$\tan\theta + \tan 2\theta + \tan 3\theta = 0.$$

4. Show that the bisector of the angle A of the triangle ABC $= \frac{2bc}{b+c} \cdot \cos\frac{A}{2}$.

5. In the triangle ABC the angle A is three times the angle B, show that $\sin . B = \frac{1}{2} . \sqrt{\frac{3b-a}{b}}$.

6. In any triangle prove that :—

$$\tan C = \frac{c \sin A}{b - c \cos A}$$

7. If p, p', p'' are the bisectors of the angles of a triangle, prove that—

$$\frac{\cos\frac{A}{2}}{p} + \frac{\cos\frac{B}{2}}{p'} + \frac{\cos\frac{C}{2}}{p''} = \frac{1}{a} + \frac{1}{b} + \frac{1}{c}.$$

8. Given—

$$x + a\cos\theta = 2a\cos 2\theta . \cos\theta$$
$$y + a\sin\theta = 2a\sin 2\theta . \cos\theta$$

show that—

$$x^2 + y^2 = a^2.$$

9. If the sides of a triangle are 7, 12, and 14 feet, find whether the least angle is greater or less than 30°.

10. With the following data, investigate the ambiguity or possibility of a solution in each case :—

(1) $A = 30^\circ$	$b = 45$	$a = 20$
(2) $A = 30^\circ$	$b = 45$	$a = 27$
(3) $A = 60^\circ$	$b = 50\sqrt{3}$	$a = 75$
(4) $A = 120^\circ$	$b = 60$	$a = 80.$

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Section III., III

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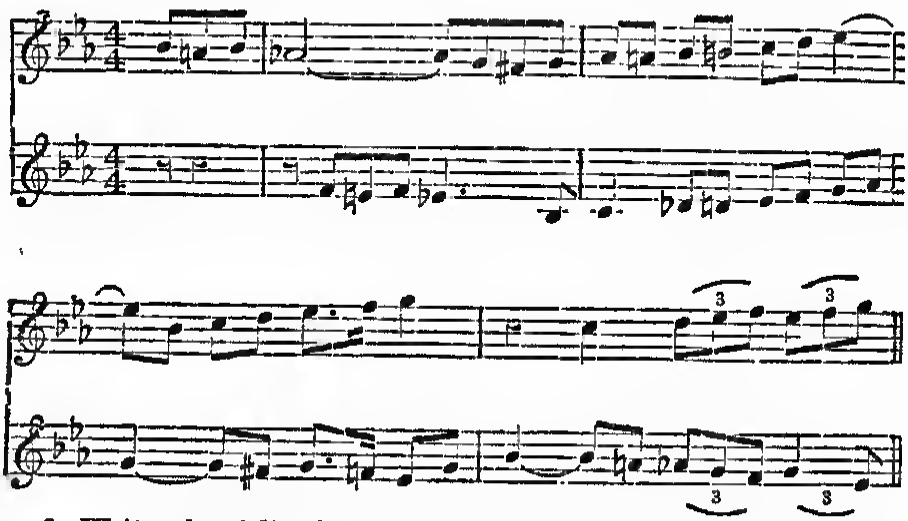
VOCAL MUSIC.—TONIC SOL-FA.—25 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted, one of which must be either Question No. 1 or No. 2. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, five marks being assigned to each.*

Mr. SULLIVAN, Head Inspector.
Mr. GOODMAN, Examiner in Music.

1. Translate the following passage, for two trebles, into the tonic sol-fa notation:—



2. Write the following in the bass clef in the staff notation, using the crotchet for the pulse:—

KEY B♭.

		{ : s,.l,.t,	. | d _	. : d.,r	: m.d }
| r.,t,	: s,	: .t,	| d.m,	: f,.l,	: s,.f, }
| f,	: m,	: s,.m, .	| d,.,r,	: m,.f,	: s,.l, }
| s,	: d	: .d	| t,.,d	: r.t,	: s,,l,.t,,s, }
| d	: —	||}			

3. Write the key signatures and the distinguishing tones indicated by the bridge notes in the following passage:—

KEY D.

d f r s ᵐl, t, r d f r ᵗ|ᵐ s r f ᵈs, t, d m r ˡ|ᵐ f r ˢr m d ᶠta t rˡ dˡ.

4. State whether the transition indicated by each of the following bridge notes is to the first sharp or first flat key:—

(*a*)	(*b*)	(*c*)	(*d*)	(*e*)	(*f*)	(*g*)	(*h*)	(*i*)	(*j*)
ᵈf	ᵐt	ʳl	ʳs	ᶠd	ˡm	ˢd	ᵗm	ᵗaf	ᵐl

5. (*a*) Write the upper tetrachord of the *Lah* mode in the three forms in general use, and (*b*) give the number of index degrees in the steps of each form.

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6. (*a*) State the mental effects of the tones forming the chord of the Supertonic of the *Doh* mode, and (*b*) describe the hand signs used to indicate these tones.

7. (*a*) Name the following intervals, and (*b*) state what each becomes on inversion:—

(*a*)	(*b*)	(*c*)	(*d*)	(*e*)
d'	t	l	f	de
se	ma	ba	$se_{,}$	$ta_{,}$

8. Explain briefly the terms:—Scale, Key, Mode, Chromatic Interval, Principal Key.

9. What is a "register" of the voice? Name the "registers," and give the range of boys' voices.

10. What do you understand by "flattening" in school singing? What causes it? How would you deal with it?

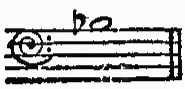
VOCAL MUSIC (STAFF NOTATION).—25 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, five marks being allowed for each.*

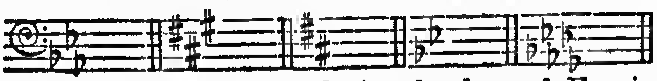
Mr. SULLIVAN, Head Inspector.
Mr. GOODMAN, Examiner in Music.

1. Write the major and the minor scales which have their tonic a diminished seventh below the note:—



2. Write in treble and bass staves the signatures of the five scales nearest related to E♭ major.

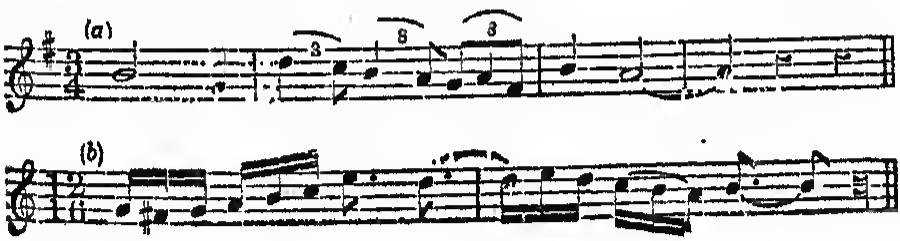
3. Write the interval of the augmented fourth on the Subdominant of each of the following *minor* keys:—



4. Write the following intervals in the key of F minor:—(*a*) Augmented second on the Submediant; (*b*) Major third on the Dominant; (*c*) Augmented fifth on the Mediant; (*d*) Diminished fifth on the Leading note; (*e*) Major sixth on the Supertonic.

5. Write two bars in each of the following times, each bar to consist of five notes:—(*a*) Simple Duple; (*b*) Simple Triple; (*c*) Simple Quadruple; (*d*) Compound Duple; (*e*) Compound Triple.

6. Re-writs (*a*) in $\frac{9}{8}$ time and (*b*) in $\frac{4}{4}$ time, preserving relative values and accents:—



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7. Transpose the following into the key of A:—

8. Explain the terms:—Modulation; Tonic Minor; Supertonic; *Tempo primo;* Chromatic Scale.

9. What is meant by a "register" of the voice? Name the registers and give the range of boys' voices.

10. What do you understand by "flattening" in school singing? What causes it? How would you deal with it?

Female Teachers.

NEEDLEWORK.—100 Marks.

Time allowed, seven hours.

Mr. Stronge, Head Inspector.

Miss Prendergast, Directress of Needlework.

Sewing (25 Marks).

As a test of proficiency in this branch candidate will have to execute, on material supplied by Superintendent, a specimen of each of the following:—*hemming, top-sewing, stitching, running* (one seam top-sewn and felled, and a tuck), a *buttonhole,* barred at each end; *sewing on gathers* (also known as "stocking on"), *one buttonhole* and *one inch* of each of these stitches will suffice as samples, and candidate will do well not to exceed this amount, as, by increasing it, she will encroach upon the time required for other branches of this subject. A small gusset is to be set in as if for a man's shirt, top-sewn (from the wrong side) along the two sides of the triangle, stitched across its fold, and hemmed down at back. This gusset is to be inserted at end of seam, which should be worked, for the purpose, some way from the edge of the material.

Candidate's examination number is to be plainly marked upon an unworked portion of the specimen.

Knitting and Darning; Crochet (15 Marks).

Candidate is to be prepared with suitable wool and knitting or crochet needles, with which she will produce a child's jacket, of miniature size (to fit a doll), completely finishing it.

She will be supplied by Superintendent with a small piece of stocking-web, which, for convenience in working, she can tack (right side down) upon paper, cutting a square out of the middle of the paper to enable her to see the progress of the darn upon the right side, as she works from the wrong. She is to darn a *round hole, not smaller than a sixpence or larger than a shilling,* running the darn in each direction to about half an inch beyond the hole, and leaving short loops for shrinkage.

Specimens of crochet or fancy knitting and darning are, when finished, to be attached, by a few strong stitches, to the specimen of sewing.

Cutting-out and Dressmaking (40 Marks).

Candidate will be required to cut out two articles, viz.:—night-dress for grown person and baby's day gown. The night-dress should be made to the following measurements, which are half the full size:—Length of yoke, 9 inches; front shoulder, 3¼ inches;

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length of body, 27 inches; width (exclusive of gores), 18 inches; length of sleeve (including cuff), 11 inches. Paper for cutting out will be provided. Articles are to be tacked together with needle and thread; *no pins are to be left in them.* Each is to be marked with examination number.

In *dressmaking* candidate is required to cut out bodice and sleeves to the following measurements:—Neck, 13 inches; bust, 33 inches; waist, 22 inches; front length, 12¼ inches (if this measure be taken from back of neck it will be 17½ inches, side measure will be 7¾, and under arm 7 inches); back length, 15 inches; cross back, 5¼ inches; hip, 38 inches; length of sleeve, 21 inches; length of elbow, 13 inches; bend, 11 inches; top of sleeve, 15½ inches; cuff, 8 inches. Pattern is to be tacked together. *One half* of bodice and *one sleeve* will be taken as a sufficient test.

Candidate is requested to comply *as exactly as possible* with all requirements mentioned above, as neglect of any of these instructions may lessen the value of her work.

DOMESTIC ECONOMY AND HYGIENE.—50 Marks.

Male and Female Teachers.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Eardley, Head Inspector.
Mr. Cox, District Inspector.

1. What do you understand by a *good* wall paper? How should the walls of a room be treated when putting on a new paper; and why?

2. What, in your opinion, is the best way of carpeting a floor? Give a reason for your answer.

How should the carpet be cleaned?

3. What is the best soil on which to build a house? What dangers attend a house built (1) on a wet soil, (2) on the lower part of a hill?

4. Describe the sweat glands of the skin. What is the effect of exercise on these glands? Is any precaution necessary after exercise?

5. How should you clean oil cloths, marble chimney pieces, looking glasses, dish covers, and knives?

6. State the different ways of warming a house; and, very briefly, the advantages and disadvantages of each.

7. Give a brief description of —(1) the corpuscles of the blood; (2) the muscles of the skin; (3) chymification.

8. Describe the different methods of storing water for towns and for houses; and mention any precautions to be observed in connection therewith.

9. Describe the Tobin Tube. Standing in a room under a ventilator, a draught is often felt: why?

10. What difference is there in using raw starch and boiled starch? How can you prevent the starch from sticking to the iron?

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Appendix.

Section III., IV.

Examination Questions

Male and Female Teachers.

IV.—Special Paper in Kindergarten.

KINDERGARTEN.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Sullivan, Head Inspector.
Mr. Headen, District Inspector.

1. The success of the Kindergarten system is said to depend on the teacher's personal gifts. Explain this statement fully.

2. It is claimed for Kindergarten that the chief benefit is to be sought in its *moral* influence. How is this established?

3. What are the chief objections to modelling or working in clay as a Kindergarten occupation, and how are these objections answered?

4. Compare the Third and Fourth Gifts, and show where the Law of Contrasts comes in. Sketch three successive forms of beauty with the Fourth Gift.

5. "Kindergarten favours the child's instinct of construction in every possible way." Develop and illustrate this statement.

6. Discuss the question as to the necessity for a separate class-room in which to teach Kindergarten.

7. Describe fully the part which Kindergarten plays in the Linguistic Training of Children.

8. Describe the Second Gift and explain its educational purpose.

9. Describe the successive gradations from concrete to abstract, marked out in Froebel's gifts and occupations.

10. Give a full description of Kindergarten Drawing as to (1) Age at which it may be commenced, (2) Material and Course of Exercises, (3) Educational value.

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V.—QUESTIONS set to Candidates for Third Class, First Division.

PENMANSHIP.—40 Marks.

Half an hour allowed for this paper.

Mr. SULLIVAN, Head Inspector.
Mr. ROGERS, District Inspector.

Write:—

(*a.*) *As a headline in large hand.*
(*b.*) *As a headline in small hand.*
(*c.*) and (*d.*) *In a neat legible hand.*

(*a.*) I change, but I cannot die.
(*b.*) There is a pleasure in the pathless woods.
(*c.*) But we, "the latest seed of Time,"
Attempting much in prose or rime,
With energy almost sublime,
Some from the camp, and some from college,
Ranging from Beersheba to Dan,
Accumulate, as best we can,
Line upon line, and man by man,
An armoury of scraps of knowledge.

(*d.*) "The church of S. Vitale at Fuorigrotta, in Naples, where the poet Giacomo Leopardi lies buried, has just been declared a national monument, and considerable 'restorations' are now in progress. It is proposed to raise a fund for placing a memorial to Leopardi on the piazza near the church, and the suggestion is likely to be carried out *con slancio*, as the Neapolitans say."

SPELLING AND PUNCTUATION.

PASSAGE FOR DICTATION.

N.B.—*The Superintendent, when reading this passage, will bear in mind that, as the candidate is expected to punctuate it properly, the various stops should not be named.*

Mr. DEWAR, Head Inspector.
Mr. WORSLEY, District Inspector.

Thus the character of the English esquires of the seventeenth century was compounded of two elements which we are not accustomed to find united. His ignorance and uncouthness, his low tastes and gross phrases, would, in our time, be considered as indicating a nature and a breeding thoroughly plebeian. Yet he was essentially a patrician, and had, in large measure, both the virtues and the vices which flourish among men set from their birth in high places, and accustomed to authority, to observance, and to self-respect. It is not easy for a generation which is accustomed to find chivalrous sentiments only in company with liberal studies and polished manners to image to itself a man with the deportment, the vocabulary, and the accent of a carter, yet punctilious on matters of genealogy and precedence, and yet ready to risk his life rather than see a stain cast on the honour of his house. It is only, however, by thus joining together things seldom or never found together in our own experience, that we can form a just idea of that rustic aristocracy which constituted the main strength of the armies of Charles I., and which long supported with strange fidelity the interest of his descendants. The gross, uneducated, untravelled country gentleman was commonly a Tory; but though devotedly attached to hereditary monarchy, he had no partiality for courtiers and ministers.

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Appendix.

Section III, V.

Examination Questions.

Male and Female Teachers.

C¹ Papers.

New Programme.

GRAMMAR.—60 Marks.

Two hours allowed for this paper.

N.B.—*In addition to the questions in Parsing and Analysis, namely, Nos.* 1 *and* 2, *which are compulsory, only three questions are to be attempted. The Examiner will read only the Parsing and Analysis and the first three other answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. SULLIVAN, Head Inspector.
Dr. BEATTY, District Inspector.

1. *Scarce could* they *hear* or *see* their foes
Until at weapon point they close.
They *close* in clouds of smoke and dust,
With sword-sway and with lance's thrust;
And *such* a yell wae there
Of sudden and portentous birth,
As if men *fought* upon the earth
And *fiends* in upper air;
O life and death were in the shout,
Recoil and rally, *charge* and rout,
And triumph and despair.
Long looked the anxious squires; their eye
Could in the darkness *nought descry.*

Parse fully the words in *italics.* (It is not allowable to parse, instead of a word given, one substituted for it.)

2. Draw out a complete analysis of the following sentence:—

A new title or an unexpected success throws us out of ourselves and in a manner destroys our identity.

3. Correct (giving reasons) or justify the following expressions:—

(*a.*) A certain lady whom I could name, if it was necessary.

(*b.*) He began to be tired doing nothing.

(*c.*) For my part, I love him not nor hate him not.

(*d.*) As when the sun new risen.

4. Classify the various suffixes used in English to distinguish Gender; and give examples.

5. Frame sentencee to show the various Parts of Speech under which the following words may be classed:—*since, so, yet.*

6. A participle has been described as a "pure adjective." Discuss this statement.

7. Enumerate as many verbs as possible which are followed by the eimple infinitive without the prefixed *to.*

8. Give an example of each of the following:—

(*a*) the ethical dative;

(*b*) the gerundial infinitive;

(*c*) an inseparable prefix;

(*d*) the factitive object.

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9. (*a.*) Name the two plural forms of each of the following words, and distinguish the respective meanings:—brother, pea, penny, cloth; (*b*) write etymological notes on the plurals of pea and brother.

10. "The comparative degree is formed by adding *-er* to the positive." In certain cases there is also a modification in the spelling.

Classify these modifications and give an example of each.

ENGLISH COMPOSITION.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only one subject to be attempted.*

Mr. Eardley, Head Inspector.
Mr. McNeill, District Inspector.

1. The Life of a Soldier.
2. Competition.
3. The wonders of the Sea Shore.

GEOGRAPHY.—70 Marks.

C¹ and B Papers. New Programme.

Two hours allowed for this paper.

N.B.—*One of the map-drawing questions is compulsory. In addition to it only four questions are to be attempted The Examiner will read only the answer to the map-drawing question and the first four other answers left uncancelled. The questions in this paper are all of equal value, fourteen marks being assigned to each.*

[Neatness and accuracy in the drawing of maps and diagrams will be taken into account.]

Mr. Eardley, Head Inspector.
Mr. Murphy, District Inspector.

1. Draw a map of the six northern counties of England, showing the mountain ranges and general drainage system of this part of the country.

2. On the outline map supplied to you, indicate by shading or colouring (inserting names) the insular possessions of Great Britain, and mark the position of Algoa Bay, Ashantee, the Swan River, Port Elizabeth, Adelaide, Zanzibar, and Durban.

3. Name the principal mineral products of England, and the counties in which they are found.

4. What tracts of country are included in the great European plain? Mention any barren regions to be found in Europe.

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Appendix. Section III. V. Examination Questions. *Male and Female Teachers.* C' and B Papers. New Programme.

5. Name the principal British ports and those on the other side of the water for our Atlantic and South African trade. How are these trade-routes protected?

6. Account for the great commercial and industrial activity along the Bristol Channel and the Estuary of the Thames.

7. Compare the Highlands and Lowlands of Scotland as to climate, natural features, and industrial resources. What forms the boundary line between the two?

8. Give an account of Western Australia with reference to its climate and natural products, and to its development within the last few years.

9. On the outline map supplied to you, draw lines showing the direction of the principal currents existing in the Indian Ocean, and add *short* explanatory notes.

10. Give a full account of the South-West Monsoon and of the causes producing it. In what way does it affect India?

C' Papers.

ENGLISH LITERATURE.—70 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted, one at least from each section A. B. C. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, fourteen marks being allowed for each.*

Mr. Stronge, Head Inspector.
Mr. McAlister, District Inspector.

Section A.

1. Write a short life of Cowper, enumerating and describing his principal works.

2. Show by reference to some of the principal plays produced in the eighteenth century the influence exerted by the French upon the English drama.

3. Name the authors of the following works:—

(*a.*) "The Shepherd's Week";
(*b.*) "Journal of the Great Plague";
(*c.*) "Letters on a Regicide Peace";
(*d.*) "The Minstrel";
(*e.*) "Solomon";
(*f.*) "Roderick Random";

and enumerate the other works of the authors of (*c*) and (*f*).

4. Describe as fully as you can:—

(*a.*) "The Rape of the Lock."
(*b.*) "Drapier's Letters."

Section B.

5. Quote one of Wordsworth's sonnets, and explain the metrical structure.

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6. In what context do the following lines occur? Add explanatory notes where necessary.

(*a.*) "Regions Cæsar never knew
Thy posterity shall sway."

(*b.*) "Theirs was no common party race
Jostling by dark intrigue for place."

(*c.*) "O for one hour of Wallace wight!"

(*d.*) "Thy soul was like a star and dwelt apart."

7. Quote *either* the passage from "The Bard" in which Gray alludes to Shakespere and later poets, *or* that from "Marmion" in which Scott describes the character of Nelson.

Appendix. Section III., V. Examination Questions. *Male and Female Teachers.* C¹ Papers. New Programme.

SECTION C.

8. (*a.*) What according to Addison in his essay "On Popular Poetry" are the two points observed by the greatest heroic poets?

(*b.*) Quote, or give the substance of, the passage in the essay "On Taste," in which Addison compares the style of three great Latin historians.

9. Summarise the essay "On Death" *or* the essay "On Whimsical Notions and Practical Jokes."

10. Write explanatory notes upon the following, and state the context in which they occur:—

(*a.*) "For this reason they often represent an illustrious poet in a Roman habit."

(*b.*) "Our superiors are guided by intuition and our inferiors by instinct."

(*c.*) "I think I have a piece of that leaden planet in me."

(*d.*) "Huygenius carries this thought so far that . . . ."

(*e.*) "Martial's description of this species of lawyers is full of humour."

ARITHMETIC.—100 Marks. *Male Teachers.*

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.*

Mr. DEWAR, Head Inspector.
Mr. D. P. FITZGERALD, District Inspector.

1. Explain, as you would to a class, the reason of the rule for converting $\cdot\dot{3}4\dot{5}$ to a vulgar fraction.

2. Find the sum to infinity of the series:—

$$\frac{4}{5}+\frac{4}{5^2}+\frac{4}{5^3}+\frac{4}{5^4}+\frac{4}{5^5}+\frac{4}{5^6}+\&c.$$

3. A druggist buys a certain article at 3*d.* per Avoirdupois oz., and sells it at 6*d.* per Troy oz. Find his gain per cent.

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Appendix.

Section III., V.

Examination Questions.

Male Teachers.

C¹ Papers

New Programme.

4. A certain work has to be completed in 9 weeks. In 6 weeks 25 men do $\frac{5}{8}$ths of it. If then each man is required to do one-quarter more per day than before, how many men can be discharged?

5. What is the greatest number that will divide 21170 and 51453 leaving remainders respectively of 2 and 3?

6. Explain fully how you would teach a class to find by mental calculation the price of 1 article, if 480 cost £959.

7. Three men enter into partnership with capitals of £3,000, £4,000, and £5,000 respectively. After 4 months, each increases his capital by £500, and they trade for an additional 8 months. On dividing the year's profits, C gets £240 more than A. Find the total profits and the share of each.

8. If the True Discount on a bill be 9*d.* less than the False Discount, and if the latter be 13*s.* 3*d.*, find the amount of the bill.

9. The debts of a bankrupt amount to £1,067 5*s.* 3*d.*, and his assets consist of property worth £458 7*s.* 8*d.*, and an undiscounted bill of £256 10*s.* due 4 months hence, simple interest being at 4 per cent. How much in the pound can he pay his creditors?

10. If 1,000 lbs. be carried 1,000 miles for £1, and the rate of conveyance be the same abroad, find to two places of decimals how many kilograms would be carried 100 kilometres for 20 francs.

Given £1 = 25·2 francs; 1 kilometre = ·6214 mile; 1 kilogram = 2·2046 lbs.

Female Teachers.

ARITHMETIC.—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.*

Mr. Dewar, Head Inspector.
Mr. D. P. FitzGerald, District Inspector.

1. Simplify the expression—

$$\sqrt{\frac{\cdot\dot{7}\dot{8} \times \cdot 00\dot{0}0\dot{4}}{\cdot 0\dot{1}\dot{3} \times \cdot\dot{0}1\dot{5}}}$$

2. Show clearly that a proper fraction multiplied by a proper fraction must have for product a proper fraction.

3. A sum of £272 is divided among 20 men, 64 women, and 96 children; each man gets as much as 2 women, and the 64 women receive twice as much as the 96 children; how much does each receive?

4. Between 1841 and 1851 the population of England increased 14·2 per cent.; in the latter year it was 21,121,290, what was it in the former?

5. Find the change in income when £1,600 stock is transferred from Three per cents. at 87$\frac{7}{8}$ to a 4 per cent. stock at 116$\frac{7}{8}$ (brokerage, $\frac{1}{8}$th per cent. in each case).

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Appendix. Section III. V. Examination Questions. *Female Teachers.* C' Papers. New Programme.

6. A train travelling at the rate of 18½ miles an hour started at 6 o'clock on a journey of 118 miles. A second train started from the same station on the same journey; its speed was to that of the former as 8 : 5, and it arrived 15 minutes after the first train. At what time did the second train start?

7. What is the greatest number that will divide 21170 and 51453, leaving remainders respectively of 2 and 3?

8. Explain how you would teach a class to find, by mental calculation, the price of 480 articles at £1 19*s.* 11½*d.* each.

9. Three men enter into partnership. A's capital of £560 is invested for 12 months, B's of £615 for 10½ months, C's of £630 for 9½ months. The profits are £191 12*s.* 6*d.*; how should they be divided?

10. Find, by Practice, the cost of 15 tons 12 cwts. 3 qrs. 21 lbs. at £5 5*s.* 10½*d.* per ton, by taking parts for the money. Show clearly the reason for every step of your work.

ALGEBRA.—100 Marks.

Male Teachers.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being allowed for each.*

Mr. Eardley, Head Inspector.
Mr. McClintock, District Inspector.

1. Prove the rule for finding the Greatest Common Measure of two algebraic expressions.

2. Solve the equation—

$$\frac{1}{x+a+b}=\frac{1}{x}+\frac{1}{a}+\frac{1}{b}.$$

3. A and B distribute £5 each in charity. A relieves 10 persons more than B, and B gives to each person sixpence more than A. How many did each relieve?

4. Reduce to its simplest form—

$$\frac{1}{(x-1)^3}\left\{\left(\frac{3x+x^3}{1+3x^2}\right)^2-1\right\}\div\left(\frac{3x+x^3}{1+3x^2}+1\right).$$

5. If $a+b+c+d=0$, prove that
$(a+c)(a+d)=(b+c)(b+d)$.

6. A slow train takes 5 hours longer in journeying between two given termini than an express, and the two trains, when started at the same time, one from each terminus, meet 6 hours afterwards. Find how long each takes in travelling the whole journey.

7. Prove that when any number of quantities are proportionals, as one antecedent is to its consequent, so is the sum of all the antecedents to the sum of all the consequents.

8. Extract the square root of—

$$47-12\sqrt{15}.$$

9. If A varies inversely as B, and A = 10 when B = 4, find A when B=17.

10. Solve the equations—

$$3x^2+4xy=276,$$
$$10xy-3y^2=273.$$

F

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Appendix.
Section III. V.
Examination Questions.
Male Teachers.
C¹ Papers.
New Programme.

GEOMETRY.—70 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted, of which three must be in Section A, and two in Section B. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, fourteen marks being assigned to each.*

Only geometrical solutions will be accepted.

Dr. ALEXANDER, Head Inspector.
Mr. YATES, District Inspector.

A.

1. On a line equal to the base of a given triangle describe a rectangle which shall be equal in area to the triangle.

2. About a given circle describe a triangle equiangular to a given triangle.

3. In equal circles equal chords divide the circumferences into arcs which are equal each to each; that is, the less to the less and the greater to the greater. Prove this proposition.

4. If a line be bisected and divided into two unequal parts, the sum of the squares on the unequal parts is double the sum of the squares on half the line, and on the segment between the points of section. Prove this proposition.

5. A diameter of a circle and a chord which does not pass through the centre intersect obliquely; prove that the rectangle contained by the segments of the diameter is equal to the rectangle contained by the segments of the chord.

6. Describe a square equal to a given equilateral triangle.

B.

7. Construct an isosceles right-angled triangle, the sum of whose three sides shall be equal to a given straight line.

8. If the feet of the perpendiculars let fall on the three sides of a triangle from any point lie in a straight line, prove the point is on the circumference of the circle circumscribing the triangle.

9. If two fixed tangents to a circle intersect in P and a variable tangent be drawn, lying between P and the circle, prove the sum of the sides of the triangle so formed is constant.

10. Of all the rectangles having the same perimeter, prove that the square has the greatest area.

MENSURATION.—30 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, six marks being assigned to each.*

Mr. DEWAR, Head Inspector.
Mr. MCGLADE, District Inspector.

$$\pi \text{ or } \frac{\text{circumference}}{\text{diameter}} \text{ may be taken} = \frac{22}{7}.$$

1. If a circle contains 15·4 acres, what is the length of its diameter in chains?

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Appendix. Section III. V. Examination Questions. *Male Teachers.* C1 Papers. New Programme.

2. The chord of the arc of a circle and the chord of half the same arc are each 40 feet. Find the radius of the circle.

3. If the height of a segment is 16 feet, and the height of the segment completing the circle is 4 feet, find the lengths of the arcs of the two segments.

4. A circular grass-plot, whose diameter ie 59 yards, *contains* a gravel walk 1 yard wide, running round in it 1 yard from the edge. What will it cost to turf the gravel walk at 4*d.* per square yard?

5. Find the area of a semicircle whose perimeter is 180 chains.

6. Two parallel chords, measuring 24 and 18 feet respectively, are drawn in a circle of radius 15 feet, on the same side of the centre. Find the area of the zone included between them.

7. The chord of the sector of a circle is 56 feet; the radiue of the circle is 53 feet; find the area of the sector.

8. A railway curve coincides with the arc of a circle whose radius is 700 feet, and subtends, at the centre of the circle, an angle of $67\frac{1}{3}°$. Find tho length of the curve.

9. The chord of a segment greater than a eemicircle is 24 feet; the diameter of the circle ie 26 feet; find the arca of the segment.

10. A circular field, containing 10 acres 1 rood 9 square perches $13\frac{3}{4}$ sq. yards, is to be enclosed with a fence all round, which costs 1*s.* 9*d.* per yard; find the expense of enclosing it.

Male and Female Teachers. C1 and B Papers.

BOOK-KEEPING.—40 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted, one of which must be either No.* 1 *or No.* 2. *The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, eight marks being allowed for each.*

Mr. Eardley, Head Inspector.
Mr. W. J. Browne, District Inspector.

1.—

1896.		£	s.	d.
March 1.	Cash in hand - - -	300	0	0
	Cash in Bank - - -	450	0	0
	Goods on hand - - -	327	0	0
	J. Jones'e acceptance - -	90	0	0
	W. Roddy's acceptance - -	120	0	0
	My acceptance of J. Roberts's draft, due 6th March - - -	150	0	0
	G. S. W. Railway Stock (£1,000) present value - - -	1,220	0	0
„ 2.	Sold W. Roddy, Goods - -	80	0	0
„ 4.	Discounted J. Jones's acceptance, amount £90, discount £1; received in Cash - - - -	89	0	0
„ 6.	Paid by cheque my acceptance of J. Roberte'e draft - -	150	0	0
„ 8.	Received dividend on G. S. W. Stock	25	0	0
„ 10.	W. Roddy accepted my draft at two months - - - -	80	0	0
„ „	Goods on hand, valued at - -	260	0	0

Journalise the foregoing entries.

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Appendix.
Section III V.
Examination Questions.
Male and Female Teachers.
C1 and B Papers.
New Programme.

2. Open the necessary Ledger accounts, post these items, and close the accounts.

3. Give the Journal entries, and make out a Ledger account for the following transactions:—

1899.—March 1. Entered into partnership with Edward Leathem for sale of woollen cloth, each contributing an equal share, and Edward Leathem undertaking the management. My share, 3,200 yards at 3*s.* 6*d.* = £560.

March 3. Paid carriage on cloth, £2 13*s.* 4*d.*

March 31. Received from E. Leathem account sales of cloth: gross proceeds, £1,360; his commission, £18; net proceeds, £1,342; my share, £671; received cheque for this amount.

4. Show how the following errors in posting should be corrected:—

(*a.*) £70 Cash debited to W. Clarke instead of to H. Shannon.

(*b.*) W. Reid charged for 30 tons of coal at 15*s.* instead of 19*s.*

(*c.*) James White Dr. to Goods instead of Goods Dr. to James Thomson, £90.

5. James Wylie writes asking you to discount a bill for £120 which he encloses, and to pay the proceeds to William Miller on his (Wylie's) account; and you do so, deducting £8 8*s.* for discount. Give the Journal entries made by (*a*) W. Miller, (*b*) James Wylie, and (*c*) yourself (John Burns).

6. Journalise the following entries:—

		£	s.	d.
(*a.*)	2 Jan. Received from Antonio Silva, St. Ubes, Invoice of Salt, shipped per the *Active*, 33 tons at £5 per ton -	165	0	0
(*b.*)	7 Jan. Accepted Antonio Silva's draft at 4 months from 20th December, due 23rd April, in London - -	165	0	0
(*c.*)	23 Jan. Discounted my acceptance of Antonio Silva's draft, amount £165, discount £1 8*s.* - - -	163	12	0

7. Journalise the following transactions:—

	£	s.	d.
Paid John Todd's draft on James White, protested for non-payment, £80; charges of protest, 15*s.*; commission, ½ per cent. -	81	3	0
Discounted to W. Power my debt for 5 pipes port wine; sum due, £400; discount, £30; paid by cheque - - - -	370	0	0

8. Show by an example worked out, how the Ledger may be balanced from the Trial Balance and the value of the Goods on hand alone, without a knowledge of the particular items of the accounts.

9. In what way does a Balance Sheet differ from an ordinary Balance Account? Explain the reason for this difference.

10. I buy goods of A for £50, and sell them to B for £60; B pays me by a bill at one month, which A discounts for me at 10 per cent. per annum, and I then pay him for the goods in Cash. Give the Journal entries that should be made by myself, by A, and by B, for these transactions.

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Appendix.

Section III., V.

Examination Questions.

Male Teachers.

C¹ Papers.

New Programme

AGRICULTURE.—40 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, eight marks being allowed for each.*

Mr. SULLIVAN, Head Inspector.
Mr. KELLY, District Inspector.

1. State what you know of chaff cutters and root cutters.
2. Divide a square into four parts, and indicate on each part the crops that would appear thereon in four successive years according to the Norfolk four-course rotation.
3. What precautions are to be taken against loss in the management of farmyard manure heaps?
4. Write notes on the propagation of fruit trees by cuttings.
5. Enumerate the main points to be attended to in laying down land to permanent pasture.
6. Under what circumstance should cream be artificially ripened? Describe this method of ripening cream.
7. Give a short account of manuring in reference to flax.
8. Describe the proper method of feeding calves from the time of birth until they have attained the age of two months.
9. What are the principal arguments used for and against the killing of fowls before they are sent to the market?
10. Specify the principal points to be attended to in (*a*) the watering, and (*b*) the transplanting of flowers.

Female Teachers.

AGRICULTURE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Dr. MORAN, Head Inspector.
Mr. KELLY, District Inspector.

1. Describe the method of propagating mint and any two other pot-herbs.
2. Explain, as you would to a class, how a grain of wheat or a bean grows.
3. Describe the nature of basic slag; say where it is obtained; and explain how it is to be used.
4. When should cauliflower seed be sown? How are the young plants protected from frost?
5. Describe the method of cultivating celery. How is this vegetable blanched?
6. Describe a suitable artificial manure for top-dressing mangels. When should it be applied?
7. State what you know of the Jersey breed of cattle.
8. Specify three varieties of duck, noting something remarkable about each.
9. Describe the proper treatment of a calf.
10. Explain the chief difference between the American "Digging" or "Chilled" Plough and the ordinary plough.

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Appendix.

Section III. V.

Examination Questions.

Male Teachers.

C¹ Papers.

New Programme.

THEORY OF METHOD.—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being allowed for each.*

Mr. Sullivan, Head Inspector.
Mr. Hughes, District Inspector.

1. What subject in the school course suffers most from lax discipline, and why?
2. Give rules for the drawing up of Notes of Lessons.
3. Give the outline of a lesson introducing the study of Proportion to Fifth Class.
4. Give reasons why a teacher should prepare a lesson before giving it to the class.
5. In what three ways is new matter to be communicated to children? Explain fully.
6. Write notes of a lesson on the Cat, or on the Coffee Plant.
7. Write out notes for full explanation of the following verses from Campbell's "Rainbow :—

Triumphal arch that fill'st the sky
When storms prepare to part,
I ask not proud philosophy
To teach me what thou art.

Still seem, as to my childhood's sight,
A midway station given
For happy spirits to alight
Betwixt the earth and heaven.

Can all that optics teach unfold
Thy form to please me so,
As when I dreamt of gems and gold
Hid in thy radiant bow?

8. Point out the principal uses of a globe in teaching Geography.
9. Mention the various purposes for which questions may be put to a child whom you are instructing.
10. What, according to Cowham, are the characteristics of good writing? Discuss any one of these fully.

Female Teachers.

THEORY OF METHOD.—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being allowed for each.*

Mr. Sullivan, Head Inspector.
Mr. Hughes, District Inspector.

1. What subject in the school course suffers most from lax discipline, and why?
2. Give rules for the drawing up of Notes of Lessons.

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3. Give the outline of a lesson introducing the study of Proportion to Fifth Class.

4. Give reasons why a teacher should prepare a lesson before giving it to the class.

5. What is the First Gift in Kindergarten? What two senses does it train, and what does it teach?

6. Write notes of a lesson on the Cat, *or* on the Coffee Plant.

7. Write out notes for full explanation of the following verses from Campbell's "Rainbow":—

Triumphal arch that fill'st the sky
When storms prepare to part,
I ask not proud philosophy
To teach me what thou art.

Still seem, as to my childhood's sight,
A midway station given,
For happy spirits to alight
Betwixt the earth and heaven.

Can all that optics teach unfold
Thy form to please me so,
As when I dreamt of gems and gold
Hid in thy radiant bow?

8. Point out the principal uses of a globe in teaching Geography.

9. Mention the various purposes for which questions may be put to a child whom you are instructing.

10. Draw up a Time Table for a school in which Kindergarten is taught, and explain the principles of its arrangement as far as Kindergarten is concerned.

MECHANICAL DRAWING.—50 Marks.

Male and Female Teachers.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Dr. Alexander, Head Inspector.
Mr. Craig, District Inspector.

Special Instructions.

The constructions may be left in pencil, provided they are distinct and neat, and that the construction lines are shown. They must be strictly geometrical, and not the result of calculation or trial.

A single accent (′) signifies feet; a double accent (″) inches.

1. Bisect the irregular figure ABCD, diagram No. 1 on accompanying sheet, by a line drawn from one of its corners, A.

2. In a circle, 2·5″ radius, inscribe three equal semi-circles, having their diameters adjacent.

3. Construct a triangle equivalent to the given polygon, diagram No 3 on accompanying sheet.

4. Construct a scale of 1″=6′. Draw HI=14′ by scale. On HI, as a base, construct an irregular pentagon HIJKL. Make the side IJ=8′, and perpendicular to HI. Side HL to make 127° with HI. Diagonal LI to make 15° with HI. LK=9′, JK=13′.

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Appendix. Section III., V. Examination Questions. *Male and Female Teachers* C¹ Papers. New Programme.

5. Copy the design No. 5 given on the accompanying sheet, sides of equilateral triangles and of hexagons to be $\frac{3}{4}''$.

N.B.—*No marks will be given for this question if the pattern is merely pricked off.*

6. Construct a square equal to the difference of the areas of two equilateral triangles whose sides are 3″ and 1·75″ respectively.

7. Upon a line 2·25″ in length construct a regular pentagon. Within the figure inscribe a circle.

8. Determine the projections of the points A, B, C, D, E when in the following positions :—

A, 1·4″ in front of the v.p. and 1·8″ below the h.p.
B, 1″ behind the v.p. and 1·7 below the h.p.
C, 1·5″ behind the v.p. and ·5″ above h.p.
D, 1″ behind the v.p. and in the h.p.
E, in both planes.

9. *a*, *b*, two inches apart, are the plans of two points, of which A is 1·7″, B 3″ above the paper. What is the length and inclination of the line AB?

10. In diagram No. 10 on accompanying sheet, the plan of a prism is given, one face of which rests upon a cube. The ends of the prism are equilateral triangles. Draw the elevation of the two solids upon the line *xy*.

OBJECT DRAWING—OUTLINE.—50 Marks.

One hour and a half allowed for this subject.

Dr. Alexander, Head Inspector.
Mr. Craig, District Inspector.

Instructions to Candidates.

1. A drawing in outline of the hat placed before you, together with the board on which it rests, is to be made so as fairly to fill the paper supplied.

2. No ruling, measuring, squaring, tracing, or use of instruments is allowed. All central and guide lines must be drawn freehand, and on no account be ruled.

The pencil may be held between the eye and the objects for the purpose of estimating their apparent relative size.

OBJECT DRAWING—OUTLINE.

Dr. Alexander, Head Inspector.
Mr. Craig, District Inspector.

Instructions to Superintendents.

The Superintendent will place on an ordinary Drawing Board, arranged horizontally about 2 feet 6 inches above the floor, a hard felt Hat, resting on its rim in the direction of one of the diagonals of the Board.

The Board and Hat are to be drawn.

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HISTORY OF GREAT BRITAIN AND IRELAND—50 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are of equal value, ten marks being assigned to each.*

Mr. Stronge, Head Inspector.
Mr. Lynam, District Inspector.

(Dates are to be given where necessary.)

1. Describe the advance in power made by the English House of Commons under William III.
2. By what measures was the Irish wool trade destroyed?
3. Name the different candidates for the English crown at the death of Queen Anne, and describe the claim of each.
4. Describe the Annesley case, and the Act of Parliament to which it led.
5. Give a full account of the Earl of Mar's rebellion.
6. Write a short description of the plan of operations of the South Sea Scheme, and give its history.
7. Describe the state of the English Press at the beginning of the 18th century.
8. What incidents led to the passing of the Riot Act? What are its provisions?
9. What were the principal resolutions adopted by the Convention of Delegates from the Ulster Volunteers which met at Dungannon in 1782?
10. Write a short biography of Chatham or of Clive.

FRENCH.—40 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions are to be attempted, one at least from each Section—A, B, C, D. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, eight marks being allowed for each.*

Mr. Sullivan, Head Inspector.
Mr. Wyse, District Inspector.

Section A.

1. Translate into English:—

Sa côte basse s'élevait en amphithéâtre jusqu'à des sommets de collines, dont la sombre verdure contrastait avec la limpidité bleue du ciel; à quelques pas de l'écume des vagues mourantes sur un sable jaune, des forêts d'arbres majestueux et innommés s'étendaient en gradins sur les étages successifs de l'île. Des anses vertes et des clairières lumineuses dans ces fonds laissaient percer à demi par les yeux ces mystères de la solitude.—*Christophe Colomb.*

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C[1] Papers.

New Programme.

2. Translate into English:—

On dit qu'une de ces bouées, abandonnée aux vents et aux flots, fut ballottée pendant trois siècles et demi sur la surface, dans le lit ou sur les grèves de la mer, et que le matelot d'un navire européen, en embarquant du lest pour son vaisseau, il y a quelque temps, sur les galets de la côte d'Afrique en face de Gibraltar, ramassa une noix de coco pétrifiée, et l'apporta à son capitaine comme une vaine curiosité de la nature.—*Christophe Colomb.*

SECTION B.

3. Translate into English:—

Clauds était un homme d'environ trente-six à quarante ans, de taille moyenne, de stature plutôt grêle et un peu courbée en avant, comme celle d'un manœuvre accoutumé à se plier sous le poids de choses lourdes. Ses jambes n'avaient pas la vigueur élastique, les muscles tendus des chasseurs dans nos Alpes; elles penchaient en avant, comme celles de l'ouvrier qui s'agenouille souvent pour son travail.—*Lamartine.*

4. Express in English:—

(*a*,) Je ne me doutais pas de ce que vous venez de m'apprendre.
(*b*.) Il sera en retard, il ne fait que de se lever.
(*c*.) C'est on ne peut mieux.
(*d*.) Cette dame se met très bien.

SECTION C.

5. Translate into French:—

One day, when travelling on foot through the island, he took shelter at nightfall in an outhouse, and stretching himself on some straw on the floor, he fell asleep, being wearied out with fatigue. On wakening at dawn of day, and while still lying on his straw pallet, he began to think upon the troubles that had come upon him and his people.

6. Express in French:—

(*a*.) I shall bring him to see you on Saturday next.
(*b*.) Are you very angry with your uncle?
(*c*.) We intend to go home the day after to-morrow.
(*d*.) He sang last night better than he ever did before.

SECTION D.

7. Write (in full) the imperative affirmative of:—*s'en aller, se rappeler, se souvenir, s'asseoir.*

8. Show, by well-chosen examples, the different meanings of the following adjectives, according as they precede or follow their nouns:—*méchant, honnête, certain, propre.*

9. Express in French:—*half a pound, half-past two o'clock, Charles the Twelfth, these oranges cost a franc each, a room twenty feet long.*

10. (*a*.) Give the feminine form for the following masculine nouns:—*cheval, berger, ambassadeur, chasseur, canard, parrain.*

(*b*.) How are nouns denoting professions generally carried on by men expressed in French, when women are referred to as carrying on these professions?

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IRISH.—40 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions are to be attempted, one at least from each Section—A, B, C. D. The Examiner will read only the first five answers left uncancelled.*

The Questions in this Paper are all of equal value, eight marks being allowed for each.

Mr. Dewar, Head Inspector.
Mr. Lehane, District Inspector.

Section A.

1. Translate into Irish:—

One day a lad from a small country town in France called at the house of a rich banker in Paris to try and get a situation. The boy was timid and poorly clad, and he made his request in a very modest manner. When the banker heard his story, he said that he did not think he would be able to give the lad a place just then.

Section B.

2. Translate into English:—

Ḃí tan ad ḋoncadar an t-aṫoċ ag tuitim, táinigadar féin do láṫair, agus do ḟuiḋ Diarmuid go ruaiḋte marḃ d'éis an ḋoinnraic ann, agus a dubairt le clannaiḃ Mhóirne an t-aṫaċ d'aḋnacaḋ fá ḟgualaiḃ na coille ar ṁeó noċ ḃ fóicfeaḋ Ḡráinne é.

3. Translate into English:—

"Ní h-aiṫniḋ ḋamsa tobar ar biṫ ar an m-beinn so," ḟios fáid Fionn. "Ní fíor sin," ar Diarmuid, "óir ní ḟuil aṫ naoi g-céimeanna uait an tobar is feárr fíorúisge ar biṫ."

4. Translate into English:—

"Is fíor do Dhiarmuid súd," ar Osgar, "agus taḃair anacail a ṁaiṫiṁ ḋó." "Ní ṫiuḃar," ar Fionn, "go bruinn an ḃráṫa; agus ní ḃ-fuigiḋ suaiṁneas ṁá coinnuiḋe ḋoiḋe, nó go d'tugaiḋ díoḡal daṁsa ann gaċ ṁarlaḋ dá d'tug daiṁ."

5. Translate into English:—

Ḃí súile an Tiġeánna ann gaċ uile ball ag feuċain ar an oiċ agus ar an ṁaiṫ. Do iarradar air cóṁoraṫa do ṫairbeanaḋ ó neaṁ ḋóiḃ. D'iarrfuis míle maiṫeoḋas air sa mar ḋiúrfeas air feiṫiom coṁḟad soin.

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C¹ Papers.

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SECTION C.

6. Translate into English:—

Do bí ſeaſ do mhuintir Dálaiġ ag a ſaiḃ beiſt mac, daſ ab ainm Ráḋóin agus Seáġan. Ioſ cſomaḋ agus liaṫaḋ do, ſuaſ ſe báſ, agus mor b'aon náiſe do é maſ d'ſág an beiſt-ſeo ſuaſ i n-a diaiḋ.

7. Translate into English:—

Ní ḃfuaḋ ó ſom ſoiṁ aimſir Maoiṁ Ráḋraig, bí ſean-ſíġ i g-Connaċt agus tſuaſ mac aige. Ḃhí coſ tinn ag an ſíġ aſ ſeaḋ móſáin ḃliaḋain, agus níor ſeuḋ ſé aon leiġeaſ ſáġail. Ní ḃí aṁáin éuſ ſé ſior aſ Dhall gléic a ḃí aige, agus duḃairt leiſ.

SECTION D.

8. Parse fully the following words which occur in Question 2:—

Ċoncaḋaſ, t-aṫaċ, ag tuitim, Diaſmuid and go ſuaiḋte.

9. How many declensions are there in Irish? Give the distinguishing feature of each declension.

10. Decline fully the pronoun tú.

LATIN.—40 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions are to be attempted, one at least from each Section—A, B, C, D. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, eight marks being allowed for each.*

Mr. STRONGE, Head Inspector.
Mr. MORGAN, District Inspector.

SECTION A.

1. Translate into English:—

Incidit Caesarianum civile bellum, cum haberet annos circiter sexaginta. Usus est aetatis vacatione neque se quoquam movit ex urbe. Quae amicis suis opus fuerant ad Pompeium proficiscentibus, omnia ex sua re familiari dedit; ipsum Pompeium coniunctum non offendit. Nullum ab eo habebat ornamentum, ut ceteri, qui per eum aut honores aut divitias ceperant; quorum partim invitissimi castra sunt secuti, partim summa cum eius offensione domi remanserunt. Attici autem quies tantopere Caesari fuit grata, ut victor, cum privatis pecunias per epistolas imperaret, huic non solum molestus non fuerit, sed etiam sororis filium et Q. Ciceronem ex Pompeii castris concesserit.

Parse *proficiscentibus, domi, remanserunt.*

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2. Translate into English:—

Quis mihi nunc dicet, quare caelestia Martis
Arma ferant Salii, Mamuriumque canant?
Nympha, mone, uemori stagnoque operata Dianae:
Nympha, Numae coniunx, ad tua facta veni.
Vallis Aricinae silva praecinctus opaca
Est lacus, antiqua religione sacer.
Hic latet Hippolytus furiis direptus equorum:
Unde nemus nullis illud aditur equis:
Licia dependent, longas velantia saepes,
Et posita est meritae multa tabella deae.
Saepe potens voti, frontem redimita coronis,
Femina lucentes portat ab Urbe faces.

Parse *direptus* and *frontem.*

SECTION B.

3. Translate into English:—

Interim litteras accepit a Cæsare, ut in Africam exercitum trajiceret, perque Mauritaniam ad fines Numidiæ perveniret, quod magna Cn. Pompeio Juba rex miserat auxilia, majoraque missurus existimabatur. Quibus litteris acceptis, insolenti voluptate efferebatur, quod sibi novarum provinciarum et fertilissimi regni tanta oblata esset facultas. Itaque ipse in Lusitaniam proficiscitur ad legiones arcessendas auxiliaque adducenda; certis hominibus dat negotium, ut frumentum navesque centum præpararentur, pecuniæque describerentur atque imperarentur, ne qua res, cum redisset, moraretur.

4. Translate into English:—

Tunc sic orsa loqui: "Non omnia grandior aetas,
Quae fugiamus, habet: seris venit usus ab annis.
Consilium ne sperne meum. Tibi fama petatur
Inter mortales faciendae maxima telae:
Cede deae, veniamque tuis, temeraria, dictis
Supplice voce roga. Veniam dabit illa roganti."
Adspicit hanc torvis, inceptaque fila relinquit:
Vixque manus retinens confessaque vultibus iram
Talibus obscuram resecuta est Pallada dictis.

SECTION C.

5. Give the genitive plural of the nouns *caro, terrigena, faber,* and the genitive singular of the adjectives *tener* and *sinister.*

6. Form adverbs from the adjectives *acer, certus, verus, validus, privatus.*

7. Epress in Latin:—

(*a.*) 166;
(*b.*) one hundred fold;
(*c.*) two camps;
(*d.*) the year 1900;
(*e.*) twenty-two times.

8. What classes of verbs are followed by a double accusative? and what classes of adjectives by the dative case?

9. How is the absence of a perfect participle active supplied in most Latin verbs? Give a list of those which have a perfect participle with an active sense.

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SECTION D.

10. Translate into Latin:—

When he had made the signal for silence, he said, "You, who are my comrades, follow me and give to your captain that attention which is your bounden duty. One supreme effort alone remains, and when that is over he will have regained his dignity and you your freedom. I will, to-day, my captain, conduct myself so that you shall return thanks to me, living or dead."

TRIGONOMETRY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. SULLIVAN, Head Inspector.
Mr. CROMIE, District Inspector.

1. Given—

$$a \cos \phi = b \cos \theta$$

show that—

$$\cot \frac{\theta + \phi}{2} \cdot \cot \frac{\phi - \theta}{2} = \frac{a + b}{a - b}.$$

2. Given $\sin 30° = \frac{1}{2}$, find the value of $\sin 15°$ without using the known values of the trigonometric ratios of any other angle.

3. In a right-angled triangle cosec A is $\frac{2}{\sqrt{3}}$, AC is 100 feet, and C is the right angle. Find the length of the hypotenuse.

4. Show that $\cos 24° + \cos 96° + \cos 144° = 0$.

5. Trace the changes in sign of $\frac{\sin 3A}{\cos 2A}$ as A increases from 0 to 180°.

6. Prove that—

$$\cos A - \cos B = 2 \sin \frac{A+B}{2} \cdot \sin \frac{B-A}{2}.$$

7. Given—

$$\cot \left(\frac{\pi}{4} - \theta\right) + \tan \left(\frac{\pi}{4} + \theta\right) = 4,$$

find the value of θ.

8. Find the value of $\cos 18°$.

9. In a right-angled triangle, of which C is the right angle, show that—

$$\sin \frac{A}{2} = \sqrt{\frac{c-b}{2c}}.$$

10. Show that $\cot A - \tan A = 2 \cot 2A$.

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VOCAL MUSIC (TONIC SOL-FA).—25 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, five marks being assigned to each.*

Mr. SULLIVAN, Head Inspector.
Mr. GOODMAN, Examiner in Music.

1. Give two examples of each of the following intervals:—Perfect fifth; minor third; major seventh; minor second; minor sixth.

2. State the mental effects of the tones contained in any two minor chords of the scale.

3. Name the keys (*a*) a perfect fifth above and (*b*) a minor third below the following:—E♭; B; F♯; D♭; A.

4. Name (*a*) the three highest keys and (*b*) the two lowest.

5. (*a*) Give the time names of the following passage, and (*b*) re-write it, doubling the value of each note and rest:—

{:s.,f	|m	:f,m.r,d	|t, .	:	.d }
	|r,m.f	:m.r	|s	:	.s }
	|l.,t	:r',d',l	|s.l,f	:m.,r	}
	|d	:—	|	‖}	

6. Add pulse signs to the following tones so as to make them form three measures of *each* of the five kinds of measure in common use:—

m f r s l t d'

7. Write the following in Key B♭ so as to sound a major second lower:—

KEY C.

{|m'.f' : s'.l' |s'.m' : d' |t.d' : t.l |s.r' :d' ‖}

8. Give the meaning of the following:—*ad libitum; piu allegro; tempo primo; forte; mezzo piano.*

9. Define Scale, Interval, Octave, Tritone, Tetrachord.

10. Give, with their meanings, five Italian terms in general use to indicate rate of movement.

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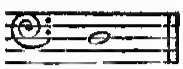
VOCAL MUSIC (STAFF NOTATION).—25 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, five marks being assigned to each.*

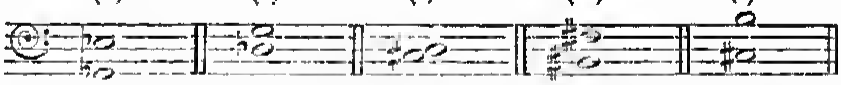
Mr. SULLIVAN, Head Inspector.
Mr. GOODMAN, Examiner in Music.

1. Write, prefixing key signatures, the major scales which have their tonic a major third (*a*) above and (*b*) below the note—



2. Name the following intervals, and state which is consonant and which dissonant:—

(*a*) (*b*) (*c*) (*d*) (*e*)

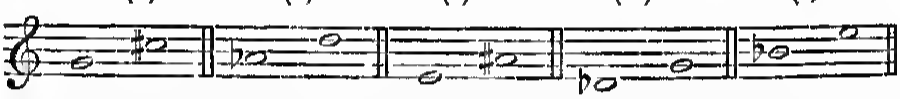


3. Name the intervals which are found between the following degrees of a major scale:—(*a*) fourth and sixth; (*b*) third and eighth; (*c*) second and fifth; (*d*) first and seventh; (*e*) fourth and seventh.

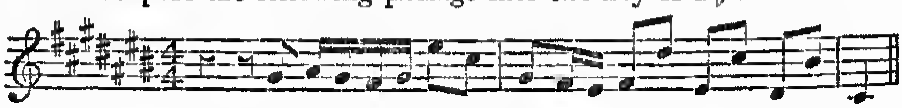
4. Re-write the following in (*a*) $\frac{6}{8}$ and (*b*) $\frac{2}{4}$ times, preserving relative values and accents:—

5. Name the major scales in which each of the following tritones is found:—

(*a*) (*b*) (*c*) (*d*) (*e*)



6. Transpose the following passage into the key of B♭:—



7. Write the Submediant and the Leading Note of F♯ and C♭ major.

8. Write the melody given in Question No. 6, (*a*) two octaves lower and (*b*) one octave higher.

9. Give, with their meanings, five Italian terms in general use to indicate rate of movement.

10. What is a slur? Distinguish between its use in vocal and in instrumental music.

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NEEDLEWORK.—80 Marks.

Time allowed, seven hours.

Mr. STRONGE, Head Inspector.
Miss PRENDERGAST, Directress of Needlework.

SEWING (25 Marks).

As a test of proficiency in this branch candidate will have to execute, on material supplisd by Superintendent, a specimen of each of the following:—*hemming, top-sewing* (a seam, top sswn on one side and hemmed down on the other), *stitching, running* (a tuck), a *buttonhole,* barred at sach end; *sewing on gathers* (also known as "stocking on"); *one buttonhole* and *one inch* of each stitch will suffics as samples, and candidate will do well not to exceed the amount mentioned, as, by increasing it, she will encroach upon the tims required for other branches of this subject. A small patch (about 1½ inches square) is to bs tacked on, and sewn round one quarter of the outer, and one quarter of ths inner side, *so as to complete one quarter of the patch, and include one corner.* Also, a small gusset is to be set in, as if for a man's shirt, top-sewn (from ths wrong sids) up ths two sides of the triangle, stitched across its fold, and hemmed down at back. This gussst is to be inserted at end of seam, which should bs worked, for the purpose, soms way from ths edge of ths material. Candidate's examination number is to bs plainly marked on an unworked portion of the specimen.

KNITTING AND DARNING (15 Marks).

Candidats, having provided herself with a piecs of knitting in progress, viz.:—ths leg of a grown person's stocking, with thickened heel commenced (which stocking may be of rsduced size, if preferred) is required to turn and complete this heel in presence of Superintendent, picking up stitches for foot, and knitting three or four rounds of it, beginning the narrowing for instep. The stocking should have securely sswn to it a labsl about one inch wide and one-and-a-half inches long, clearly marked with candidate's examination number. Before beginning to turn the heel of the stocking, candidate will present it to Superintendent, to be marksd by him. Shs should bs spscially careful not to neglect doing this.

Superintendsnt will supply candidate with a small piece of stocking-web, which, for convenience of working, shs can tack (right side down) upon paper, cutting a square out of the middle of the paper to enable her to see the progress of the darn upon ths right side as she works upon the wrong. She is to darn a round hols, *not smaller than a sixpence, or larger than a shilling,* running in each direction to half-an-inch beyond ths hole, and leaving short loops for shrinkags.

Specimens of knitting, and darning, are, when finished, to bs attached, by a few strong stitches, to the specimen of sswing.

CUTTING-OUT AND DRESSMAKING (40 Marks).

Paper for cutting-out will be supplied. Cutting-out specimens are to bs tacked together with needle and thread; *no pins are to*

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Appendix. Section III., V. Examination Questions. *Female Teachers.* C Papers. New Programme

be left in them. Candidate will be required to cut out two articles, viz., a man's shirt (half size) and a girl's overall, with yoke and sleeves. The man's shirt is to be cut to the following measurements:—Neck, 7½ inches; length of yoke, 8½ inches; length of front shoulder, 3¼ inches; sleeve (including cuff), 12½ inches; half-size of armhole, 4½ inches; back length, 18 inches; front-length, 17 inches. Each article is to be marked with examination number.

In dressmaking, candidate is required to cut out bodice and sleeves for grown person to the following measurements:—Neck, 13 inches; bust, 33 inches; waist, 22 inches; front length, 12½ inches (if this measure be taken from back of neck it will be 17½ inches, side measure will be 7¾ inches, and under arm, 7); back-length, 15 inches; cross back, 5¼ inches; hip, 38 inches; length of sleeve, 22 inches; length of elbow, 13 inches; bend, 11 inches; top of sleeve, 15½ inches; cuff, 8 inches. Pattern is to be tacked together. *One-half* of bodice and *one sleeve* will be taken as a sufficient test.

Candidate is requested to comply *as exactly as possible* with all requirements mentioned above, as neglect of these instructions may lessen the value of her work.

Male and Female Teachers.

DOMESTIC ECONOMY AND HYGIENE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Eardley, Head Inspector.
Mr. Cox, District Inspector.

1. What is the object of cooking? Name the modes of cooking most to be recommended; and give three rules which should be closely attended to in preparing food.

2. State three reasons why vegetable food should be largely availed of. What may be substituted for green vegetables when they cannot be got?

3. From what source is Mustard obtained? State fully what you know of its domestic uses.

4. Give a recipe for curing a ham. How would you test the condition of a ham already cured?

5. Compare the amount of nutriment to be obtained from cocoa with that from tea. How may the fat of the cocoa be removed?

6. How is Beef Tea made? What is its value as a diet for invalids?

7. How can river water purify itself naturally? What precaution should be taken before drinking such water?

8. To what causes would you attribute scurvy, rickets, and wasting of the muscles? What food should be eaten to prevent these?

9. Give the substance of Dr. Parkes's experiment on the value of alcohol for hard bodily work.

10. How would you judge of the freshness of a fish? What *kind* of fish should not be salted? What *kind* is the most nutritious?

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Appendix.
Section III., V.
Examination Questions.
Male Teachers.
C¹ Papers.
New Programme

MANUAL TRAINING.—20 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, four marks being allowed for each.*

Mr. SULLIVAN, Head Inspector.
Mr. HEADEN, District Inspector.

1. State your opinion, giving reasons, (*a*) as to the period of school life over which manual instruction should extend in the primary school, and (*b*) as to whether the ordinary master of the class or a specialist, should have charge of the teaching.

2. Describe the materials and apparatus required for a course of Manual Training in Metal Work; and explain by aid of drawings a few specimen exercises suitable for a class beginning.

3 What position does Drawing occupy in regard to Manual Training? In a Drawing Course, when should Object Drawing be introduced?

4. Distinguish between Manual Instruction and Technical Instruction. State the aims of each, and any other circumstances by which they are differentiated.

5. In what way does Manual Training supplement ordinary instruction; and how does it serve the school directly?

6. Explain how Object Lessons fall under the head of Manual Instruction; and discuss their educational value.

7. Discuss the bearing of Kindergarten upon the habits of observation and of reflection respectively; and hence deduce the exact position it should hold in the school curriculum.

8. It is maintained that the real object of Sloyd is to develop pupils physically, mentally, and morally. Explain how it does so in each respect.

9. What precisely do we mean by the *Educational* value of handcraft?

10. In introducing elementary science into the school course, what principles should chiefly guide a teacher as to the branch or branches he should teach? Explain.

Female Teachers.
B and C¹ Papers.

PRACTICAL COOKERY.—50 Marks

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. EARDLEY, Head Inspector.
Mr. COX, District Inspector.

1. Meat often has a peculiar taste when baked; how is that taste prevented?

2. In what months are herrings, cod fish, and mackerel in season?

3. Which joint of mutton is the most delicate, and which the most profitable?

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Appendix. Section III., VI. Examination Questions. *Female Teachers.* B and C¹ Papers. New Programme.

4. Name six joints of beef, and say which are best for roasting, and for boiling.
5. Which kind of mushrooms are used for stewing, and which for making catsup?
6. What foods are best for broiling? What are the essentials for broiling successfully?
7. Explain fully how you would make use of a "stock-pot."
8. What is the difference in the method of trussing and stuffing a fowl and a goose?
9. In frying fish, how do you know when the fat is hot enough?
10. What use is made of vinegar in cooking meat?

VI.—Questions set to Candidates for Second Division of Third Class, and to Candidates seeking admission to Training Colleges.

Male and Female Teachers. C² Papers.

PENMANSHIP.—40 Marks.

Half an hour allowed for this paper.

Mr. Sullivan, Head Inspector.
Mr. Rogers, District Inspector.

Transcribe:—

O reader! hast thou stood to see
The holly tree?
The eye that contemplates it well perceives
Its glossy leaves,
Ordered by an intelligence so wise
As might confound the atheist's sophistries.

The Curia, as we now see it, dates from the time of Diocletian, who reconstructed it after the great fire of Carinus, A.D. 283, and gave it the new name of Senatus. I have found in the Uffizi at Florence and in the Kunstgewerbe Museum at Berlin, and I have already published, many valuable drawings by Antonio da Sangallo, Baldassarre and Sallustio Peruzzi, and others, which preserve the minutest details of the edifice.

£	s.	d.
32,970	16	8½
458	7	3¾
67,891	12	10¼

SPELLING AND PUNCTUATION—40 Marks.

Mr. Dewar, Head Inspector.
Mr. Worsley, District Inspector.

The great charm, however, of English scenery is the moral feeling that seems to pervade it. It is associated in the mind with ideas of order, of quiet, of sober, well-established principles, of hoary usage and reverend custom. Everything seems to be the growth of ages of regular and peaceful existence. The old church

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of remote architecture, with its low, massive portal, its Gothic tower, its windows rich with tracery and painted glass, in scrupulous preservation, its stately monuments of warriors and worthies of the olden time, ancestors of the present lords of the soil; its tombstones, recording successive generations of sturdy yeomanry, whose progeny still plough the same fields, and kneel at the same altar—the parsonage, a quaint, irregular pile, partly antiquated, but repaired and altered in the tastes of various ages and occupants—the stile and footpath leading from the churchyard, across pleasant fields, and along shady hedge-rows, according to an immemorial right of way—the neighbouring village, with its venerable cottages, its public green, sheltered by trees, under which the forefathers of the present race have sported—the antique family mansion, standing apart in some little rural domain, but looking down with a protecting air on the surrounding scene: all these common features of English landscape evince a calm and settled security, and hereditary transmission of homebred virtues and local attachments, that speak deeply and touchingly for the moral character of the nation.

GRAMMAR.—60 Marks.

Two hours allowed for this paper.

N.B.—*In addition to the question in Parsing and Analysis, namely, Nos. 1 and 2, which are compulsory, only three questions are to be attempted. The Examiner will read only the Parsing and Analysis and the first three other answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. Sullivan, Head Inspector.
Dr. Beatty, District Inspector.

1. *Could* Nature's bounty *satisfy* the breast,
The sons of Italy *were* surely blest.
Whatever fruits in different climes are found,
That proudly rise or humbly *court* the ground;
Whatever blooms in torrid tracts appear,
Whose bright succession decks the varied year;
Whatever sweets salute the northern sky
With vernal *lives, that* blossom *but* to die:
These here disporting *own* the kindred soil
Nor ask luxuriance from the planter's toil;
While sea-born gales their gelid *wings* expand
To winnow fragrance round the smiling land.

Parse fully the words in *italics*. (It is not allowable to parse, instead of a word given, one substituted for it.)

2. Give a complete analysis of the following sentence:—

Bassanio, being so kindly supplied with money by his friend Antonio, at the hazard of his life, set out for Belmont with a splendid train.

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Appendix.

Section III., VI.

Examination Questions.

Male and Female Teachers

C² Papers.

New Programme.

3. Correct (giving reasons) or justify the following expressions:—

(*a.*) Wisest, virtuousest, discreetest, best.

(*b.*) I think it very masterly written.

(*c.*) You, who have forsook your friends, are entitled to no confidence.

(*d.*) It was a pleasure to have received his approbation.

4. Give, in columns, the Latin prefixes used in English which bear the following meanings; and opposite each give a word exemplifying the use:—*on this side, backward, around, asunder, nigh to, without.*

5. Enumerate the moods of verbs, and define clearly the force and use of each.

6. Name as many adverbs as possible which are compounded of:—

(1.) A preposition and a noun;

(2.) A preposition and an adverb.

7. Frame a sentence to illustrate the rule conveyed by each of the following lines:—

(1.) In the First Person simply Shall foretells;
(2.) In Will a threat or else a promise dwells;
(3.) Shall in the Second and the Third does threat;
(4.) Will simply then foretells the future feat.

8. Write down an instance of each of the following:—a simple sentence, a compound sentence, a complex sentence; and explain clearly how these three kinds of sentences can be distinguished from each other.

9. Should articles be classed as adjectives? Give reasons for your answer.

10. How would you set about finding the subject or nominative of a verb in cases where there is at first sight some doubt?

ENGLISH COMPOSITION.—60 Marks.

One hour and a half allowed for this paper.

N.B.—*Only one subject to be attempted.*

Mr. Eardley, Head Inspector.
Mr. McNeill, District Inspector.

1. A Summer Excursion.
2. Great Men of History.
3. Benefits Forgot.

"Freeze, freeze, thou bitter sky,
Thou dost not bite so nigh
As benefits forgot."

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GEOGRAPHY.—70 Marks.

Two hours allowed for this paper.

N.B.—*One of the map-drawing questions is compulsory. In addition to it only four questions are to be attempted. The Examiner will read only the answer to the map-drawing question and the first four other answers left uncancelled. The questions in this paper are all of equal value, fourteen marks being assigned to each.*

Mr. Eardley, Head Inspector.
Mr. Murphy, District Inspector

1. Draw an outline map of Ireland, showing as accurately as possible the mountain ranges and rivers of Munster.

2. Mark, on the outline map supplied to you, the several colonies of Australia with the chief town in each; Port Philip, Spencer Gulf, Moreton Bay; the rivers Darling and Murray; the Australian Alps.

3. Explain, with the aid of *carefully drawn* diagrams, (*a*) why we have winter in the northern hemisphere, when the earth is in perihelion; (*b*) why the earth being attracted by the sun, does not fall into it.

4. What countries supply the raw material for the textile manufactures of Ulster and of the northern counties of England?

5. Describe *exactly* the position of Ceuta, Java, Elba, and Senegal. To what countries do these belong?

6. Give a description of (*a*) the Scotch Highlands, or (*b*) the English Lake District.

7. What rivers drain Yorkshire, Lincolnshire, and Gloucestershire? Name a town on each of these rivers, and say to what it owes its importance.

8. Write *concise* notes for a class-lesson on *one* method of finding longitude at sea.

9. Name six important sea-ports in South America, and the principal articles of commerce exported from any two of these.

10. Compare Great Britain, Canada, India, and Australia, as to area and population.

ENGLISH LITERATURE.—70 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted, one at least from each Section A, B, C. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, fourteen marks being allowed for each.*

Mr. Stronge, Head Inspector.
Mr. McAlister, District Inspector.

Section A.

1. Write a short account of "The Saxon Chronicle," explaining its two-fold value.

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Appendix.

Section III., VI.

Examination Questions.

Male and Female Teachers.

C² Papers.

New Programme.

2. Name the authors of the following works, and write a short description of any one of them:—

(*a.*) "Legend of Good Women."
(*b.*) "Areopagitica."
(*c.*) "Religio Laici."
(*d.*) "Rasselas."
(*e.*) "The Lotos-Eaters."
(*f.*) "The Shepherd's Calendar."

3. Write a short life of Swift, enumerating and describing his principal works.

4. Classify the works of Shakespeare, and mention the principal works included in the various classes.

Section B.

5. Quote from "The Traveller" the lines in which Holland is described.

6. Complete the couplets of which the following lines form part, and annotate the words italicised:—

(*a.*) "Its former strength was but *plethoric* ill."
(*b.*) "Hence ostentation here with *tawdry* art."
(*c.*) "And the gay grandsire skilled in *gestic* lore."
(*d.*) "And brighter streams than *famed Hydaspes* glide."
(*e.*) "And *Niagara* stuns with thundering sound."
(*f.*) *Luke's* iron crown, and *Damien's* bed of steel."

7. State clearly the context in which the following lines occur, adding explanatory notes where necessary:—

(*a.*) "'These little things are great to little man."
(*b.*) "Such is the patriot's boast where'er we roam."
(*c.*) "Man seems the only growth that dwindles here."
(*d.*) "He sits him down, the monarch of a shed."
(*e.*) "The self-dependent lordlings stand alone."
(*f.*) "I fly from petty tyrants to the throne."
(*g.*) "Thus idly rolls their world away."

Section C.

8. Quote, or give the substance of, the passage, in which the reasons for Macbeth's reluctance to murder Duncan and the counter arguments of Lady Macbeth are enumerated.

9. Describe the scenes in which Hamlet meets his father's ghost.

10. Describe the meeting of Orlando with his brother in the forest of Arden, and the result thereof.

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ENGLISH LITERATURE.—70 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted, of which at least one must be selected from the first four. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, fourteen marks being allowed for each.*

Mr. STRONGE, Head Inspector.
Mr. MCALISTER, District Inspector.

1. Write a short account of "The Saxon Chronicle," explaining its two-fold value.

2. Name the authors of the following works, and write a short description of any one of them:—

(*a.*) "Legend of Good Women."
(*b.*) "Areopagitica."
(*c.*) "Religio Laici."
(*d.*) "Rasselas."
(*e.*) "The Lotos-Eaters."
(*f.*) "The Shepherd's Calendar."

3. Write a short life of Swift, enumerating and describing his principal works.

4. Classify the works of Shakespeare, and mention the principal works included in the various classes.

5. Name the chief works of Pope and Wordsworth, and compare their influence on English poetry in point of style and thought.

6 Illustrate, by quotations from the poems, the remark, "L'Allegro and Il Penseroso present two contrasted views of the life of the student."

7. Quote the passages in which Milton describes the power of music.

8. Comment on the words *italicised* in the following lines, and in each case complete the couplet:—

(*a.*) "And he, by *Friar's lantern* led."
(*b.*) "The *fickle pensioners* of *Morpheus'* train."
(*c.*) "Sober, steadfast, and *demure*."
(*d.*) "I hear the far-off *curfew* sound."
(*e.*) "With *thrice great Hermes*, or unsphere."
(*f.*) "In *unreproved* pleasures free."
(*g.*) "There let *Hymen* oft appear."

9. Complete the couplets in which the following lines occur, and annotate the words *italicised*:—

(*a.*) "The swain *mistrustless* of his smutted face."
(*b.*) "The sad historian of the *pensive plain*."
(*c.*) "Careful to see the *mantling bliss* go round."
(*d.*) "On *Torno's* cliff or *Pambamarca's* side."
(*e.*) "How do thy *potions* with *insidious* joy."
(*f.*) "The *decent* church that topt the neighbouring hill."

10. (*a.*) In what year was the "Deserted Village" published?
(*b.*) In what metre is it written?

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Examination Questions.

Male Teachers.

C² Papers.

New Programme.

ARITHMETIC.—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.*

Mr. Dewar, Head Inspector.
Mr. D. P. Fitzgerald, District Inspector.

1. A bankrupt's dividend being at the rate of 11*s.* 11*d.* in the £, how much is lost by a creditor who has sold him 10 cwt. 2 qrs. 14 lbs. of goods at £1 6*s.* 8*d.* per cwt.?

2. If $7\cdot5\dot{9}$ of £$22\frac{1}{2}$ is the cost of 3 acres 2 roods, how much land can be bought for $1\frac{3}{5}$ of $\cdot\dot{5}$ of £24 6*s.*

3. A sells a horse to B for £170, thus losing 15 per cent.; B sells the horse at a price which would have given A a gain of 15 per cent. Find B's gain, and his gain per cent.

4. Resolve into prime factors, and then find the Greatest Common Measure of 1332, 1480, and 9250.

Find their Least Common Multiple by this means.

5. State and explain fully the method employed in multiplying one decimal by another, using as an example, ·06 by ·008.

6. When an income is less than £500, income-tax is not charged on the first £160; if the income-tax is 8*d.* in the £, find the net income of a man who has £15,528 invested in 3 per cents. at 96.

7. Explain the terms True Discount, Commercial Discount, and Present Worth.

Show clearly how the true discount on a sum of money is obtained.

8. Simplify—

$$\sqrt{\frac{4\frac{29}{49}}{121}} \times \frac{2\frac{1}{3} + 6\frac{2}{9}}{\frac{3}{70} \div (\frac{4}{7} - \frac{1}{2})} \div \frac{1\cdot8\dot{3} \text{ of } \cdot43\dot{1}\dot{8}}{1\cdot1875}.$$

9 If a mile be equivalent to 1,600 metres, find the number of square metres in $3\frac{3}{4}$ acres.

10. A and B together could do a piece of work in 6 days; they work together for 4 days and then A ceases to work; B working alone takes 5 additional days to finish. In what time could each do it?

Female Teachers.

ARITHMETIC.—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.*

Mr. Dewar, Head Inspector.
Mr. D. P. Fitzgerald, District Inspector.

1. By selling tea at 3*s.* 4*d.* per lb. a merchant gains ·25 of his outlay; find his gain or loss per cent. if he sells at 3*s.* per lb.

2. Express 3 galls. 2 qts. $1\frac{1}{2}$ pts. as the decimal of $2\cdot36$ bushels.

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Female Teachers.

C² Papers.

New Programme.

3. State and explain fully the method of dividing a whole number by a decimal, using as an example 64 by ·025.

4. A train left London at 10 o'clock a.m., travelling at a uniform rate which, if sustained, would cause it to reach Edinburgh, 400 miles distant, at 8 o'clock p.m. After $3\frac{3}{4}$ hours it was delayed for 30 minutes, and for the following two hours proceeded at but three-fourths of its former speed. At what rate must it complete the journey so as to reach Edinburgh at 10 o'clock p.m.?

5. A man in receipt of an income, £160 of which is untaxed, finds that an increase of 2*d.* in the £ income-tax reduces his net income by £2 12*s.* 6*d.*; what is his gross income?

6. What principal lent for $3\frac{3}{4}$ years at 3 per cent. would, at simple interest, amount to £152 5*s.* $5\frac{5}{8}$*d.*?

7. A can build a wall in $7\frac{1}{2}$ days, and B in 10 days. They work together for 3 days, then B ceases to work; in how many additional days will A complete it?

8. Simplify—

$$\frac{4\cdot\dot{2}8571\dot{4} \text{ of } 3\cdot4}{1\frac{3}{10} \text{ of } 2\cdot\dot{4}2857\dot{1}} \times \frac{\cdot4\dot{3} \text{ of } \cdot625 \text{ of } \dot{4}6155\dot{8}}{2\times(1-\frac{19}{25})\div4\frac{1}{3}}.$$

9. Find, by Practice, the cost of 27 sq. yds. 6 sq. ft. 108 sq. in. at £2 17*s.* 6*d.* per sq. yard.

10. How much money must be invested in 3 per cent. Consols at 105, so that the net annual income after payment of 8*d.* in the £ income-tax may be £290?

ALGEBRA.—70 Marks.

Male Teachers.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, fourteen marks being allowed for each.*

Mr. Eardley, Head Inspector.
Mr. McClintock, District Inspector.

1. If m and n be positive whole numbers, show that—

(1.) $a^m \times a^n = a^{m+n}$.

(2.) $a^n \times b^n = (ab)^n$.

2. Solve the equation—

$$\frac{x+2}{x-2}+\frac{2x-3}{2(x-1)}=3\tfrac{5}{6}.$$

3. Extract the square root of—

$$\frac{a^4}{b^4}+\frac{2a}{b}-\frac{4a^3}{b}+\frac{b^2}{a^2}-4b^2+\frac{6a^2}{b^2}+\frac{6b}{a}-12ab+4a^2b^2+9.$$

4. Find the elementary factors of—

(1.) $x^3y^2+3x^2y-x^2y^3-3xy^2+2x-2y$.

(2.) $2x^5-54x^2$.

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5. Reduce $\dfrac{36x^4 - 13x^2 + 1}{30x^3 - 19x^2 + 1}$ to its lowest terms.

6. Find the Least Common Multiple of—

$$x^2 - 1,\ x^3 - 1, \text{ and } x^3 + 2x^2 + 2x + 1.$$

7. Solve the equations—

$$\tfrac{1}{2}\left(y + \frac{x}{2}\right) - \tfrac{1}{5}(x+2) = 1\tfrac{1}{10},$$

$$\tfrac{1}{3}(x+y) - y + 2 = 3(2x - y) - (4x + \tfrac{1}{2}).$$

8. If A's money were increased by 20 shillings he would have four times as much as B, but if B's money were diminished by 10 shillings he would have one-sixth as much as A had at first. Find the sum possessed by each.

9. Two persons have the same income; the first lays by one-sixth of his income each year, but the second, by spending £120 per annum more than the first, finds himself £80 in debt at the end of four years? What is the income of each?

10. Simplify—

$$\frac{3}{3x - 5y} + \frac{1 - 2y}{3x^2 - 5xy} - \frac{1}{x - y - \dfrac{2y^2}{3x - 2y}}.$$

Female Teachers.

ALGEBRA.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Eardley, Head Inspector.
Mr. McClintock, District Inspector.

1. Solve the equation—

$$\frac{x - 3}{x - 5} - \frac{x - 1}{x - 3} = \frac{1}{56}.$$

2. Extract the square root of—

$$\frac{4a^2}{b^4} - \frac{4}{b} + \frac{4ac}{b^2} + \frac{b^2}{a^2} - \frac{36a}{b^2} - \frac{2bc}{a} + \frac{18b}{a} + c^2 - 18c + 81.$$

3. Find the elementary factors of—

(a.) $3x^3 - x^2y - 27xy^2 + 9y^3$.
(b.) $a^2 + 6ab + 9b^2 - 4c^2 + 4cd - d^2$.

4. Find the Greatest Common Measure of—

$$4x^4 + 2x^3 - 18x^2 + 3x - 5$$
$$\text{and } 6x^5 - 4x^4 - 11x^3 - 3x^2 - 3x - 1.$$

5. Find the Least Common Multiple of—

$$2x^3 - 3x^2,\ 4x^3 - 9x, \text{ and } 8x^4 - 12x^3 - 18x^2 + 27x.$$

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6. Solve the equations—

$$\frac{x+y}{7} - \frac{2y-x}{3} = 3,$$

$$\frac{2x+3y}{4} = 26\tfrac{1}{4} + x.$$

7. A and B have £50 between them. If A were to lose one-third of his money, and B were to lose one-fourth of his, they would have only £34 10*s.* between them. How much has each?

8. A lb. of tea and 10 lbs. of sugar cost 5*s.*, but they would cost 6*s.* 9*d.* if the price of sugar were to rise 50 per cent. and of tea 20 per cent. Find the price per lb. of each.

9. Simplify—

$$\left(\frac{x^2}{y^2} - 1\right) \left(\frac{x}{x-y} - 1\right) + \left(\frac{x^2+xy}{x^2+y^2-xy} - 1\right) \div \frac{y^3}{x^3+y^3} - \left(\frac{x^2}{y^2} - 1\right).$$

10. If $2s = a+b+c$, prove that—

$$2\left(\frac{s}{b} - 1\right) \left(\frac{s}{a} - 1\right) = 1 - \frac{a^2+b^2-c^2}{2ab}.$$

GEOMETRY.—70 Marks.

Male Teachers.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted, of which three must be in Section A and two in Section B. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, fourteen marks being assigned to each.*

Only geometrical solutions will be accepted.

Dr. Alexander, Head Inspector.
Mr. Cussen, District Inspector.

Section A.

1. Construct a rectangle equal to a given pentagon.

2. Equal triangles on equal bases which form parts of the same right line, and on the same side of the line, are between the same parallels. Prove this.

3. From a given point draw a right line equal to a given finite right line. *Do this by joining the point to the end of the line most remote from it.*

4. If there be two lines, one of which is divided into any number of parts, the rectangle contained by the two lines is equal to the sum of the rectangles contained by the undivided line and the several parts of the divided line. Prove.

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Appendix. Section III., VI. Examination Questions. *Male Teachers* C² Papers. New Programme

5. Prove that if a right line be divided into any two parts the sum of the squares on the whole line and either segment is equal to twice the rectangle contained by the whole line and that segment, together with the square on the other segment.

6 In any triangle, the square on any side subtending an acute angle is less than the sum of the squares on the sides containing that angle, by twice the rectangle contained by either of them and the intercept between the acute angle and the foot of the perpendicular on it from the opposite angle. Prove.

SECTION B.

7. Any two external bisectors and the third internal bisector of the angles of a triangle are concurrent. Prove.

8. Describe a right-angled isosceles triangle equal to a given rectilineal figure.

9. If two opposite sides of a quadrilateral figure are parallel, the straight line which joins the middle points of these two sides will bisect the figure. Prove.

10. In a right-angled triangle if a perpendicular be drawn from the right angle to the hypotenuse, the square on either of the other sides is equal to the rectangle contained by the hypotenuse and the segment of it adjacent to that side. Prove.

Female Teachers.

GEOMETRY.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted, of which three must be in Section A and two in Section B. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being assigned to each.*

Only geometrical solutions will be accepted.

Dr. ALEXANDER, Head Inspector.
Mr. CUSSEN, District Inspector.

A.

1. Prove that if the square on one side of a triangle be equal to the sum of the squares on the remaining sides, the angle opposite to that side is a right angle.

2. If the side BC of a triangle ABC be produced to D, prove that the exterior angle ACD is greater than the interior angle ABC.

3. If two triangles have two sides of one respectively equal to two sides of the other, but the contained angle of one greater than the contained angle of the other, the base of that which has the greater angle is greater than the base of the other. Prove.

4. Construct a square equal to a given rectilineal figure.

5. Divide a given finite straight line into two segments, so that the rectangle contained by the whole line and one segment may be equal to the square on the other segment.

6. Prove that if a line be divided into two segments, the rectangle contained by the whole line and either segment is equal to the square on that segment, together with the rectangle contained by the segments.

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B.

Appendix.

Section III., VI

Examination Questions.

Female Teachers.

C² Papers

New Programme.

7. A straight line is drawn bisecting a parallelogram ABCD, and meeting the sides AD and BC at E and F, and then the straight lines EB and CE are drawn: show that the triangles EBF and CED are equal.

8. Prove that the sum of the two sides of a triangle is greater than twice the line drawn from the vertex to the middle point of the base.

9. Prove that the sum of the squares on the two sides of a triangle is equal to twice the square on half the base, together with twice the square on the line drawn from the vertex to the middle point of the base.

10. Divide a given straight line into two parts so that the rectangle contained by them may be equal to the square on a given straight line which is less than half the line to be divided.

MENSURATION.—30 Marks (for Females, 50).

Male and Female Teachers.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, six marks (for Females ten) being assigned to each.*

Mr. Dewar, Head Inspector.
Mr. M'Glade, District Inspector.

1. A rectangular garden is to be cut from a rectangular field, so as to contain three-quarters of an acre; one side of the field is taken for one side of the plot, and measures $2\frac{1}{2}$ chains; find the length of the other side in yards.

2. The diagonals of a quadrilateral measure 750 links and 600 links respectively, and they are at right angles. Required the area of the quadrilateral in acres, &c.

3. The sides of a pentagon, taken in order, are 26, 28, 36, 18, and 24 chains, and the two diagonals measured from the intersection of the first and last sides, are each 30 chains; find the area of the pentagon.

4. Given one leg of a right-angled triangle = 12 yards, and the perpendicular let fall from the right angle on the hypothenuse $= 4\frac{8}{13}$ yards; find the area of the triangle.

5. If the breadth of a rectangular field, which is 75 yards long, were increased by 10 yards, then its area would be 3 roods 28 square perches 23 square yards; find its breadth.

6. The cost of a field, in the shape of a trapezoid, at £60 per acre, is £312 7*s.* 6*d.*; the parallel sides are 17 chains and 12 chains 75 links; ascertain the perpendicular distance between them.

7. A straight line drawn from one angular point of a triangular-shaped marsh to a point in the opposite side measures $1\frac{3}{8}$ miles, and the perpendiculars from the other two angles on that line or that line produced measure 48 and 52 respectively. What is the acreage of the marsh?

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Appendix. Section III., VI. Examination Questions. *Male and Female Teachers.* C² Papers. New Programme.

8. There are two upright pillars on a horizontal plane, whose heights are, respectively, 44 feet and 33 feet. A ladder 55 feet long placed on the plane at a certain point between them can just reach the top of either. Required the distance between the tops of the pillars.

9. The diagonal of a square court is 30 yards; find the exact cost of gravelling the court at the rate of a shilling for nine square yards.

10. Find in chains the perimeter of an equilateral triangle which contains 17·32 acres.

BOOK-KEEPING.—40 Marks (for Females—50).

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted, one of which must be either No. 1 or No. 2. The Examiner will read only the first five answers left uncancelled, or the first four only if the condition as to Question 1 or Question 2 be not fulfilled. The questions in this paper are all of equal value, eight marks being allowed for each.*

Mr. Eardley, Head Inspector.
Mr. W. J. Browne, District Inspector.

1. Journalise the following entries:—

		£	s.	d.	£	s.	d.
Jan. 1.	Cash on hand,				60	0	0
	Cash in bank,				300	0	0
	Goods,				168	0	0
	Bills receivable,				200	0	0
	I owe R. Boyle,				88	0	0
„ 2.	Sold for cash to W. Clarke, goods,				65	0	0
„ 3.	Paid R. Boyle—						
	J. Stuart's acceptance,	55	0	0			
	Cheque for balance of debt,	33	0	0			
					88	0	0
„ 4.	Sold goods to W. Clarke,				48	0	0
„ 5.	Bought of D. Jones, goods,				80	0	0
	and paid him on account W. Greer's acceptance, due this day,				50	0	0
„ 6.	Accepted D. Jones's draft at 3 months,				100	0	0
	Discounted J. Taylor's acceptance for £80, and received in cash,				77	0	0
8.	Value of goods on hand,				162	0	0

2. Post these transactions into the necessary Ledger Accounts, and close the Accounts.

3. On which side of each of the following Accounts must the balance (if any) fall:—Cash, Tea, Bills Payable, Bills Receivable? Give the reason in each case.

4. What do the Dr. and Cr. sides of the Stock, Profit and Loss, and Balance Accounts, respectively, show?

5. Explain and journalise the following entry:—

	£	s.	d.
Drawn on Robert Smyth, in favour of Castellaine and Co., at 31 days,	282	0	0
Discount allowed by Castellaine and Co.,	3	3	10

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6. John Thomson, owing me £90, becomes bankrupt, and pays 7*s.* 6*d.* in the pound. Give the entries made in my Ledger when I close his account.

7. William Thomson accepts my draft on him for £120: I give this acceptance to R. Robinson, in part payment of goods worth £170, leaving the remainder due. Journalise the transaction.

8. What journal entry is made by a debtor when he compounds with his creditors and pays part of his debts for the whole?

9. When I give several sorts of goods for several other sorts, either of equal, greater, or less value; how do I journalise?

10. Received of Thomas Sherlock and Co., in payment of salt.

	£	s.	d.
J. Tottenham's note, due 4th February, ...	40	0	0
Cash, ...	34	5	0
Discount for two months' interest, ...	0	15	0
	75	0	0

Journalise this entry.

AGRICULTURE.—40 Marks.

Male Teachers.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, eight marks being allowed for each.*

Mr. Sullivan, Head Inspector.
Mr. Kelly, District Inspector.

1. Write notes on the manuring of green crops.

2. Contrast the relative merits of winter oats and rye as a crop with which to sow vetches.

3. Discuss the correctness of the statement that many plants usually regarded as weeds are really good pasture plants.

4. Give a short account of composts.

5. Describe the method of sowing and the method of storing beet.

6. Enumerate the principal qualities of sheep fescue.

7. Specify the common ailments to which horses are subject, and indicate their causes.

8. State fully the proper method of treating pigs intended for bacon.

9. What implements are used in cheese making? Specify the use of each.

10. Explain fully two methods of removing milk from freshly churned butter.

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Examination Questions

Female Teachers.

C² Papers.

New Programme.

AGRICULTURE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Dr. Moran, Head Inspector.
Mr. Kelly, District Inspector.

1. State what you know of thousand-headed kale.
2. Which of the grain crops should not be allowed to tiller? Why is tillering injurious in this case? How is the tillering prevented?
3. Specify, with explanatory notes, the changes that fodder undergoes in the process of ensilaging.
4. When should brocoli be sown? What kind of ground does it require? How is it protected from frost?
5. What causes sea-kale to run to seed? How is this vegetable blanched?
6. Describe a suitable compost for annuals or biennials to be grown in your flower garden. How is it applied?
7. State what you know of the West Highland breed of cattle.
8. Specify the principal properties of the Cochin China poultry.
9. Describe the proper treatment of a sow after her young ones have attained the age of one week.
10. What is the proper temperature for (*a*) the churning of cream and (*b*) the working of butter? Why should these temperatures be observed?

Male and Female Teachers.

THEORY OF METHOD.—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being allowed for each.*

Mr. Sullivan, Head Inspector.
Mr. Hughes, District Inspector.

1. What care should the teacher exercise over the children during play time, and up to the commencement of the succeeding lesson?
2. In what way should oral composition be taught? What limit of attainment in written composition is expected from senior pupils?
3. What are the two objects aimed at in teaching Arithmetic? What are the most important parts of the subject, and why?
4. How should a text book be used in teaching Grammar to Fourth and higher classes?
5. Write notes of a lesson on Salt, *or* on a Pin.
6. Show how the giving of answers may be made an important aid in the "Linguistic training" of Infants.

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7. In the higher classes a reading lesson has mainly four objects in view. What are they?

8. Describe the different stages by which you would teach the construction of maps to pupils.

9. Describe the method recommended for teaching the four elementary Arithmetical Tables.

10. Indicate the proper methods of securing obedience. Into what errors are unskilful teachers liable to fall in this matter?

NEEDLEWORK.—100 Marks.

Time allowed, seven hours.

Mr. STRONGE, Head Inspector.
Miss PRENDERGAST, Directress of Needlework.

SEWING (40 Marks).

As a test of proficiency in this branch, candidate will have to execute, on material supplied by Superintendent, a specimen of each of the following:—*Hemming*, *top-sewing* (a seam, top-sewn on one side and hemmed down on the other), *stitching*, *running* (a seam, run and felled, and a tuck), *a buttonhole* (barred at each end); *sewing on gathers* (also known as "stocking-on"); one buttonhole, and *one inch* of each of the stitches will suffice as samples, and candidate will do well not to exceed the amount mentioned, as, by increasing it, she will encroach upon the time allotted to other branches of the subject. A small patch (about one inch and a half square) is to be tacked on, and sewn round *one-quarter* of the outer and *one-quarter* of the inner side, so as to complete *one corner* of the patch. Candidate's examination number is to be plainly marked upon an unworked portion of the specimen.

KNITTING AND DARNING (20 Marks).

Candidate, having provided herself with a piece of knitting in progress, viz., the leg of a baby's sock, with heel begun, is required to turn and complete this heel in the presence of the Superintendent, picking up stitches for foot, and knitting *three* or *four* rounds of it, narrowing for instep. The sock should have, securely stitched to it, a label about one inch broad and one inch and a half long, of white tape or calico, clearly marked with candidate's examination number. Before beginning to turn the heel of the sock, candidate will present it to the Superintendent, to be marked by him. (*The candidate must be careful not to neglect doing this.*)

The Superintendent will supply candidate with a small piece of stocking web, which, for convenience of working, she can tack (right side down) upon paper, cutting a square out of the middle of the paper to enable her to see the progress of the darn upon the right side, as she works on the wrong. She is to darn a *round hole, not smaller than a threepenny-piece nor larger than a sixpence*, running the darn in each direction to about half an inch beyond the hole, and leaving short loops for shrinkage. Both sock and darn, when finished are to be firmly attached by a few strong stitches to the specimen of sewing.

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Examination Questions.

Female Teachers.

C² Papers.

New Programme.

CUTTING-OUT AND DRESSMAKING (40 Marks).

Paper for these tests will be supplied. Cutting-out specimens are to be tacked together with needle and thread; *no pins are to be left in them.* Candidate will be required to cut out two articles, viz., a girl's chemise, and a man's shirt. The candidate is at liberty to cut these articles full or half size, as she pleases. On each she will mark distinctly her examination number.

In *dressmaking,* candidate is required to cut out a closely-fitting bodice for a grown person, with long sleeves, and to mark it with her number. One-half of the bodice and one sleeve will be accepted as a sufficient test. Pattern is to be tacked together.

She is requested to comply *as exactly as possible* with all requirements mentioned above.

Male and Female Teachers.

MECHANICAL DRAWING.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Dr. ALEXANDER, Head Inspector.
Mr. CRAIG, District Inspector.

The work may be done in pencil. The solutions must be strictly geometrical, and not the result of calculation or trial. All construction lines should be shown.

A single accent (′) signifies feet; a double accent (″) inches.

Put the number of the question before your answer.

1. Make any four-sided figure, ABCD, and take any point E, within it. Join EA, EB, EC, ED. Divide EA into three equal parts, in the points 1, 2. By the aid of your set squares, draw lines through 1 and 2 parallel to AB and cutting BE. Again, through the points of division of BE, draw parallels to BC, and so continue round the figure until they meet the first divided line, AE, in points 1 and 2.

2. Construct a triangle—base 2″, altitude 2·5″, and vertical angle 40°.

3. Draw three circles of 1″, 1·25″, and 1·75″ radii, each circle touching the other two.

4. The mean proportional between two lines is 1·5″ long. One of the lines is 2·5″ in length, find the length of the other line.

5. Construct an equilateral triangle having an altitude of 3″.

6. Draw two circles, P and Q, diameters 2″ and 1·5″; distance between centres=2·5″. Draw an interior tangent to the two circles.

7. Construct a scale of 1·5″ to 3′, to measure 10′, showing feet and inches. Mark on this scale a distance of 2′ 9″.

8. Draw a straight line 2·5″ long and construct a regular octagon on it.

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9. Construct a triangle having a perimeter of 7″, the sides to be in the given proportion of 4 : 5 : 7.

10. Draw a line AC, 2·5″ long. At C construct an angle ACD = 30°. In CD take a point B, so that CB = 1·25″, and with B as centre and BC as radius, describe a circle. Describe another circle passing through A, enclosing the given circle B, and touching the latter at the point C.

VOCAL MUSIC (TONIC SOL-FA).—25 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, five marks being assigned to each.*

Mr. SULLIVAN, Head Inspector.
Mr. GOODMAN, Examiner in Music.

1. State the Mental Effect of each of the notes contained in the Chord of *Fah.*

2. Arrange the following in ascending order of pitch, beginning with the lowest:—

f in Key D; r in Key B♭; t_1 in Key A; l in Key E; s_1 in Key B.

3. Give two examples of each of the following Intervals:—Major Second; Perfect Fifth; Minor Third; Major Seventh; Minor Sixth.

4. Explain how Two, Three, and Four Pulse Measures differ from each other with respect to Accent.

5. (*a*) Re-write the following in Two Pulse Measure, halving the value of each note and rest, and (*b*) give the time names of the passage when so written:—

{|m :-.r | d :t_1 | d :r.m | r : }
{|l.s :f | r :m.r | d :- | - :- ||}

6. Write the following in Three Pulse Measure. Begin with a strong pulse. The figures indicate duration in pulses or fractions of a pulse:—

1½	½	¾	¼	2	½	½	½	¼	¼	½	½	½	½	1	1	1
d	r	m	f	s	REST	s	l	t	d'	r'	d	t	l	s	REST	m.

7. Write below the note f' the following Intervals:—

(*a*) Minor Seventh; (*b*) Diminished Fifth; (*c*) Minor Third; (*d*) Minor Sixth; (*e*) Minor Second.

8. Name the Great, the Small, and the Little Steps of the Scale, and state which Step is most, and which is least, Dissonant.

9. Which is the highest and which the lowest Key? How would you find from a C¹ tuning fork the key-note of a tune marked Key F?

10. Define the terms:—Scale, Octave, Interval, Tritone, Key-tone.

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Appendix.

Section III., VI.

Examination Questions.

Male and Female Teachers.

C² Papers.

New Programme.

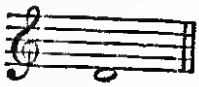
VOCAL MUSIC (STAFF NOTATION).—25 Marks.

One hour and a half allowed for this paper.

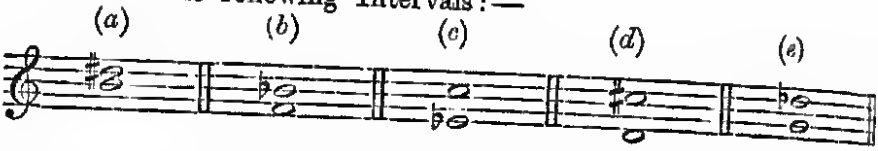
N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, five marks being assigned to each.*

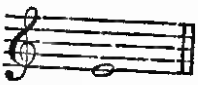
Mr. SULLIVAN, Head Inspector.
Mr. GOODMAN, Examiner in Music.

1. Write in the treble clef, prefixing Key Signatures, the Major Scales of which the Tonic or Key-note is (*a*) a Chromatic semitone below, and (*b*) a Diatonic semitone above the note—

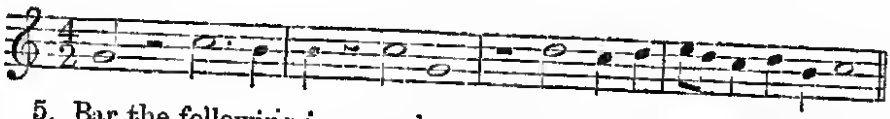


2. Name the following Intervals:—

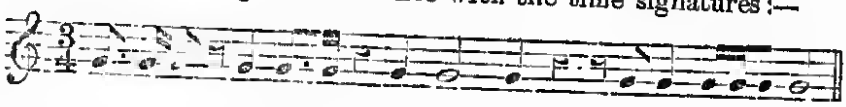


3. Write over the note  the following Intervals: (*a*) a major third; (*b*) a diminished fifth; (*c*) a major sixth; (*d*) a minor seventh; (*e*) a major second.

4. Re-write the following in $\frac{4}{4}$ time, halving the value of each note and rest:—

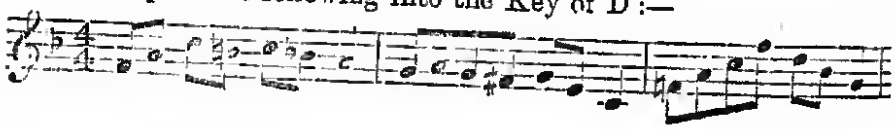


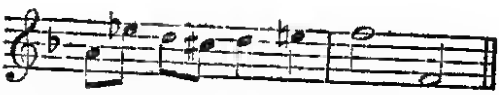
5. Bar the following in accordance with the time signatures:—

(*a*) 

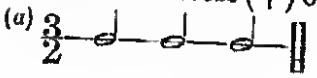
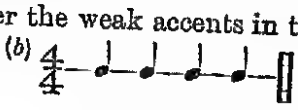
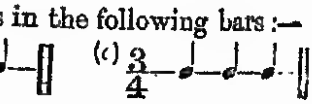
(*b*)

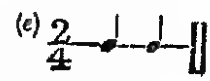
6. Transpose the following into the Key of D:—





7. Place a cross (+) over the weak accents in the following bars:—

(*a*)  (*b*)  (*c*) 

(*d*) (*e*) 

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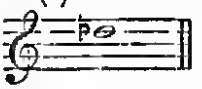
8. Write a bar in each of the following times, each bar to consist of at least five notes :—$\frac{2}{4}$, $\frac{3}{8}$, $\frac{4}{2}$, $\frac{3}{4}$, $\frac{4}{4}$.

9. Write the Key Signatures of the Scales of which the Tonics are a perfect fourth (*a*) above and (*b*) below the note :—



10. Explain the following terms :—*Andante, Dolce, Forte, Largo, Tutti.*

HISTORY OF GREAT BRITAIN AND IRELAND.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being assigned to each.*

Mr. Stronge, Head Inspector.
Mr. Lynam, District Inspector.

(Dates are to be supplied in all cases.)

1. Give a brief account of the occupation of Britain by the Romans. What was the cause of their withdrawal?
2. When was the Battle of Hastings or Senlac fought? Who were the leaders on both sides? Why did William the First receive the title of Conqueror?
3. Who was the leader of the Third Crusade? Mention some of his chief exploits.
4. When and where did the English first land in Ireland? Give a short account of the cause of their coming, with the names of the English generals, and the places they conquered.
5. Write a brief biography of Joan of Arc.
6. Describe the circumstances under which the Wars of the Roses were brought to an end.
7. What was the claim of James I. to the Crown of England?
8. Give an account of Poyning's Law.
9. Describe the events leading up to the Declaration of the Independence of the United States.
10. Give the date of the Battle of Waterloo. What nations were engaged in it? State some of its results in European politics.

LATIN.—40 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions are to be attempted, one at least from each Section—A, B, C, D. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, eight marks being allowed for each.*

Mr. Stronge, Head Inspector.
Mr. Morgan, District Inspector.

Section A.

1. Translate into English :—

Multa ab Caesare in eam sententiam dicta sunt, quare negotio desistere non posset, et neque suam neque populi Romani consuetu-

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Appendix. Section III., VI. Examination Questions. *Male and Female Teachers.* C² Papers. New Programme.

dinem pati, uti optime meritos socios desereret, neque se judicare Galliam potius esse Ariovisti, quam populi Romani. Bello superatos esse Arvernos et Rutenos ab Q. Fabio Maximo, quibus populus Romanus ignovisset, neque in provinciam redegisset, neque stipendium imposuisset. Quod si antiquissimum quodque tempus spectari oporteret, populi Romani justissimum esse in Gallia imperium: si judicium senatus observari oporteret, liberam debere esse Galliam, quam bello victam suis legibus uti voluisset.

Parse *ignovisset, victam.*

2. Translate into English:—

Bello Helvetiorum confecto, totius fere Galliae legati, principes civitatum, ad Caesarem gratulatum convenerunt: Intellegere sese, tametsi pro veteribus Helvetiorum injuriis populi Romani ab his poenas bello repetisset, tamen eam rem non minus ex usu terrae Galliae, quam populi Romani accidisse; propterea quod eo consilio florentissimus rebus domos suas Helvetii reliquissent, uti toti Galliae bellum inferrent, imperioque potirentur, locumque domicilio ex magna copia deligerent, quem ex omni Gallia opportunissimum ac fructuosissimum judicassent, reliquasque civitates stipendiarias haberent.

Parse *gratulatum, accidisse.*

Section B.

3. Decline *vulnus, filius, manus.*

4. Compare *frugi, novus, senex, vetus, benevolus.*

5. What different parts of the verb may *regere* and *rexerit* be? Give future participle of *fero*, imperative of *dico*, and present indicative of *inquam.*

6. Conjugate *cresco, lavo, arcesso, scindo, caedo, haereo, spondeo, seco, metior, reor.*

Section C.

7. Translate into English:—

(*a.*) Constat ad salutem civium inventas esse leges.

(*b.*) Catilina, nobili genere natus, fuit magna vi et animi et corporis.

(*c.*) Militum est duci parere.

(*d.*) Non licet sui commodi causa nocere alteri.

(*e.*) Turres denis pedibus quam muri altiores sunt.

8. Translate into English:—

(*a.*) Iter in ea loca facere coepit, quibus in locis esse Germanos audiebat.

(*b.*) Omnibus his rebus confectis quarum causa transducere exercitum constituerat.

(*c.*) Satis et ad laudem et ad utilitatem profectum arbitratus se in Galliam recepit pontemque rescidit.

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SECTION D.

9. Translate into Latin:—

(*a.*) We know that the sun is much greater than the earth.

(*b.*) We shall have to use words.

(*c.*) All hate him who is unmindful of kindness.

(*d.*) There are some who think that Crassus was not ignorant of these things.

10. Translate into Latin:—

(*a.*) Cæsar was not distant from the enemy more than twelve miles.

(*b.*) He allowed himself three days' time to effect this.

(*c.*) Seventy-four of our cavalry were slain in this encounter.

(*d.*) When he called the merchants together he could not ascertain how large the island was.

FRENCH.—40 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions are to be attempted, one at least from each Section—A, B, C, D. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, eight marks being allowed for each.*

Mr. SULLIVAN, Head Inspector.
Mr. WYSE, District Inspector.

SECTION A.

1. Translate into English:—

L'étude approfondie du monde ramène toujours ceux qui l'ont faite avec fruit à paraître simples et sans prétentions: en sorte que l'on travaille quelquefois longtemps pour arriver au point par où l'on devrait commencer. Prascovie, simple en effet et sans prétentions, n'avait besoin d'aucun effort pour le paraître, et ne se trouvait jamais déplacée dans la bonne société. Un jugement sain, un esprit juste et naturel, suppléaient à son ignorance profonde de toute chose, et souvent ses réponses inattendues et fermes déconcertèrent les indiscrets.—*La Jeune Sibérienne.*

2. Translate into English:—

Cette scène effrayante, et plus encore la crainte de la voir se renouveler, la tinrent longtemps éveillée. Cependant, lorsqu'elle reconnut à leur respiration bruyante que ses hôtes s'étaient endormis, elle se tranquillisa peu à peu, et; la fatigue l'emportant sur la frayeur, elle s'endormit elle-même profondément. Il était grand jour lorsque la vieille la réveilla. Elle descendit du poêle, et fut tout étonnée de lui trouver, ainsi qu'à son mari, un air plus naturel et plus affable. Elle voulait partir; ils la retinrent pour lui donner à manger. La vieille en fit aussitôt les préparatifs avec beaucoup plus d'empressement que la veille.—*La Jeune Sibérienne.*

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Appendix.

Section III., VI.

Examination Questions.

Male and Female Teachers.

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SECTION B.

3. Translate into French:—

(*a.*) Nobody saw him come into the house.
(*b.*) It is three years since my grandmother died.
(*c.*) It was very warm in the school this morning.
(*d.*) Will you send them to me to-morrow?

4. Translate into French:—

(*a.*) What o'clock was it, when you left the room?
(*b.*) Is he not as tall as his brother?
(*c.*) Come in, please, and sit down.
(*d.*) Would you rather go to France or to Spain?

SECTION C.

5. Translate into English:—

(*a.*) Il faut profiter du beau temps pour sortir.
(*b.*) Je ne savais pas que vous en aviez besoin.
(*c.*) Il riait de bon cœur.
(*d.*) Il a fait de son mieux.

6. Translate into English:—

(*a.*) Il se tenait debout près de ma chaise.
(*b.*) Faites savoir les nouvelles à votre père.
(*c.*) Il se coucha plus tard que d'habitude.
(*d.*) Qu'est-ce que cela veut dire?

SECTION D.

7. Write each of the following adjectives in the feminine form:—*sec, grec, épais, mou, roux, exprès*; and say when the forms *nouvel, fol,* are used.

8. Write the first person singular of the Present indicative, and also of the Present subjunctive of:—*apercevoir, vouloir, perdre, faire.*

9. Write out the *cardinal* and the *ordinal* numerals in French from 20 to 30.

10. Write out in full, in the positive form, the Present perfect tense of the *reflexive* verb *se laver.*

IRISH.—40 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions are to be attempted, one at least from each Section—A, B, C, D. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, eight marks being allowed for each.*

Mr. DEWAR, Head Inspector.
Mr. LEHANE, District Inspector.

SECTION A.

1. Translate into Irish:—

Where is the halter that was on the horse? It is inside in the barn.
Did you know that man who was standing at the door?
You ought to go now, the night is coming on us, and it will be a dark night.

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Section B.

2. Translate into English:—

"Ꞓn ḃ-ꝼuil ꝼíon ın ḃaꞃ lonꝫaıḃ? aꞃ Ɗıaꞃmuıd." "Ꞓtá" aꞃ ꞅıad. "Ɗá m-bad ál ꞃíḃ tonna ꝼíona do ṫaḃaıꞃt amaċ,' aꞃ Ɗıaꞃmuıd, "do ḋeunꝼaınn ꝼéın cleaꞅ díḃ." Ro cuıꞃeaḋ daoıne aꝫ ıaꞃꞃaıḋ an tonna, aꝫuꞅ aꞃ d-teaċt do ꞃo ṫóꝫ Ɗıaꞃmuıd ıdıꞃ a ḋá láıṁ é, aꝫuꞅ ꞃo ıḃ deoċ aꞅ, aꝫuꞅ ꞃo ıḃeadaꞃ cáċ an ċuıd oıle ḋe.

3. Translate into English:—

Ꞓnn ꞅın do laḃaıꞃ Ꝼıonn, aꝫuꞅ ıꞅ é ꞃo ꞃáıḋ: "Ꞓ Oıꞅín," aꞃ ꞅé, "ꞅꝫaoıl do na tꞃí Ꝼéınnıḋıḃ ḋaṁ" "Uí ꞅꝫaoılꝼead," aꞃ Oıꞅín, "óıꞃ ꞃo ċuıꞃ Ɗıaꞃmuıd ꝫeaꞅa oꞃm ꝫan aon laoċ dá ꝫ-ceınꝫeolaḋ ꝼéın do ꞅꝫaoıleaḋ ḋaṁ."

4. Translate into English:—

Do ġluaıꞅ Ɗıaꞃmuıd aꝫuꞅ Ꝫꞃáınne ꞃómꝑa ıaꞃ ꞅın, aꝫuꞅ ní ḋeaċadaꞃ taꞃ ṁíle ón m-baıle amaċ an tan a duḃaıꞃt Ꝫꞃáınne, "atáım ꝼéın dom ċoꞃ, a ṁıc Uí Ɗhuıḃne." "Iꞅ maıṫ an tꞃáṫ coꞃṫa, a Ꝫhꞃáınne," aꞃ Ɗıaꞃmuıd, "aꝫuꞅ ꝼıll anoıꞅ aꞃ do ṫeaġlaċ.

5. Translate into English:—

Iꞅ maıṫ ċuꞃṫaoı aꞃ ꝫ-cul aıṫne Ɗé ıonnaꞅ ꝫo ꝫ-coıṁeudꝼaḋ ꞅıḃ ḃuꞃ n-ꝫnáṫuġaḋ ꝼéın.

Ó a Iaꞃuꞅaléım ṁaꞃḃaꞅ na ꝼáıḋe aꝫuꞅ ġaḃaꞅ do ċloċaıḃ aꞃ na daoınıḃ cuꞃṫaꞃ ċuꝫad.

Section C.

6. Translate into English:—

Ꞓn dóıġ leat ꝫo m-béıḋ coıꞃce maıṫ aꝫat a m-bliaḋna?

Ꞓbaıꞃ ꝫo ḃꝼuıl ꝼuaċt, nó ꞅlaġdán, nó ꞃud éıꝫın eıle oꞃt, aꝫuꞅ naċ maıṫ leat dul amaċ ınꞅ an oıḋċe.

7. Translate into English:—

Ꞓm do ḃí Ꝼaol-ċú ꝫo cíocꞃaċ aꝫ alꝑaḋ caoꞃaċ noċ do ṁaꞃḃ ꞅé, do ġꞃeamuıġ cnáṁ ḋı ꝫo daınꝫean ann a ꞅcóꞃnaċ, noċ do ċuıꞃ a b-péın an-ṁóıꞃ é. Do ꞅꝫꞃead ꞅé ꝫo dıan, aꝫuꞅ do ġlaoḋ ꞅé ꝫo h-áꞃd aıꞃ ꝫaċ uıle ḃeıṫeaċ ꞅan ṁaċaıꞃe ꝼóıꞃíṫın aıꞃ.

Section D.

8. Parse fully the following words which occur in Question 2:—

ꝼíon, lonꝫaıḃ, atá, amaċ and do ḋeunꝼaınn.

9. Decline the noun móın, a *bog*, and compare the adjective beaꝫ, *little*.

10. Conjugate the verb cuıꞅ, *put*, in the Indicative Mood, future tense, active voice.

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Appendix.

Section III., VI.

Examination Questions.

Male and Female Teachers.

C² Papers.

New Programme.

TRIGONOMETRY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Sullivan, Head Inspector.
Mr. Cromie, District Inspector.

1. The circular measure of an angle is 1·3246, find the number of degrees and minutes in its complement ($\pi = 3{\cdot}1416$).

2. If $\operatorname{cosec}\theta = 3\frac{1}{3}$, find the value of $\cos\theta$ and $\cot\theta$.

3. Show that—

$$\frac{(\operatorname{cosec}\theta + \sec\theta)^2}{\operatorname{cosec}^2\theta + \sec^2\theta} = 1 + 2\sin\theta\cos\theta.$$

4. Trace the changes in sign and value of $\cos\theta - \sin\theta$ as θ increases from 0 to 2π.

5. Show that $\tan A = \tan(n\pi + A)$.

6. Find the number of degrees in the angle subtended at the centre of a circle (radius 10 feet) by an arc 1 foot 2 inches in length.

7. The angles of a triangle are as 3, 5, 7, find the circular measure of each.

8. Show that—

$$\frac{1 + \cot 60^\circ}{1 - \cot 60^\circ} = \sqrt{\frac{1 + \cos 30^\circ}{1 - \cos 30^\circ}}.$$

9. Find the distance between two points on the earth's equator differing in longitude by 12° 24′, assuming that the earth's diameter = 7926 miles and $\pi = \frac{22}{7}$.

10. Given $\sec^2 A + \operatorname{cosec}^2 A = \frac{16}{3}$, find values of A.

DOMESTIC ECONOMY AND HYGIENE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Eardley, Head Inspector.
Mr. Cox, District Inspector.

1. Explain how wind, rain, and decaying refuse influence the purity of the air.

2. What is the standard temperature of a healthy human body? How is that temperature affected by climate? Why do we need a constant supply of oxygen for the blood?

3. What are the Peptic Glands? How does their secretion affect the food which is eaten?

4. What is the chief use of clothing? Name three principal materials of which clothing is made; and say how far they fulfil this requirement.

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5. In the case of an invalid who cannot be moved, how should you change the bed clothes? Describe the best way to warm a garment before putting it on the patient.

6. Describe three different ways of investing small savings.

7. Mention, in connection with food, clothing, and the feet, some precautions which help to ward off a cold.

8. When may Amusements be described as beneficial; and when not?

9. What do you know about the red corpuscles of the blood?

10. Describe the air cells of the lungs; and mention what the blood gains and parts with through their provision.

VII.—Questions set to Third Year Monitors.

Section III., VII.
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PENMANSHIP.—40 Marks.

Half an hour allowed for this paper.

Mr. Sullivan, Head Inspector.
Mr. Rogers, District Inspector.

Transcribe:—

London,

10th April, 1872.

Dear Sir,

I have to thank you for the copy of your complete edition of Goldsmith's Poetical Works, which I found on reaching home last evening, and especially for the inscription therein with which you have honoured me.

I will do my best towards reading these noble volumes worthily; and welcome so fair an occasion for studying once more, and with such excellent assistance, the Poet who fascinated me in my youth, and of whom my reverence remains undiminished, and my estimate scarcely altered after twenty long years.

I am, Dear Sir,

Yours truly,

James Thompson.

W. M. Rosetti, Esq.

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Male and Female Monitors.

D Papers.

DICTATION AND SPELLING BOOK SUPERSEDED

50 Marks (including 20 for Dictation).

One hour and a half allowed for this subject.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, six marks being allowed for each.*

Mr. Dewar, Head Inspector.
Mr. Worsley, District Inspector.

1. Explain how the spelling of the following words is determined by their etymology:—*vigilance, credible, valour.*

2. What reason does Dr. Sullivan give for the doubling of the letter *l* in *counselling*? Write out the rule to which the spelling of this word is an exception.

3. Write notes on the spelling of the following words:—*inquire, misspell, almost.*

4. What is the reason of the second rule of spelling? Illustrate your answer by an example.

5. Write out the rule for spelling, or exception to rule, exemplified in the following words:—*likeness, retrieve, courageous.*

6. Write notes on the spelling of the following words in *italics*:—*beauteous*, the *Sicilies*, the Atlas *Insurance* Company.

7. Explain clearly how Dr. Sullivan accounts for the spelling of the words *entire* and *replete.*

8. Write notes on the spelling of the following participles of verbs:—*enjoying, frolicked, hieing.*

9. In what grammatical inflections is the first rule for spelling exemplified? Illustrate each case by an example.

10. Write out the rule of spelling exemplified in the word *admirable.*

DICTATION.—20 Marks.

Mr. Dewar, Head Inspector.
Mr. Worsley, District Inspector.

To the observing and imaginative traveller, Ireland must present a great number of peculiarities of aspect which will not fail to excite his notice, and impress themselves indelibly upon his mind. The scantiness of wood—for its natural timber has nearly all disappeared—and the abundance of water, are two of the characteristics that will most strike him; and, next to these, the great extent of prospect usually afforded to the eye. Sparkling streams are visible everywhere, and shining lakes and noble rivers come into view in rapid succession; while ranges of blue mountains are rarely wanting to bound the distant horizon.

The colours with which nature has painted the surface of our island are equally peculiar. There is no variety of green, whether of depth or vivid brightness, which is not to be found covering it. They are hues which can be seen nowhere else in equal force; and even our bogs, which are so numerous, with all their mutations of colour—now purple, now red, or brown, or black—by their vigorous contrasts, give additional beauty and life to the landscape, and assist in imparting to it a sort of natural individuality.

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GRAMMAR AND COMPOSITION.—60 Marks.

Two hours allowed for this paper.

N.B.—*In addition to the question in Parsing, namely, No.* 1, *which is compulsory, only four questions are to be attempted. The Examiner will read only the Parsing and the first four other answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. Sullivan, Head Inspector.
Dr. Beatty, District Inspector.

1. It is probable that, when this great work was begun, *which must have been* many hundred *years ago*, there *was* some religion among this people, *for* they gave *it* the name of a temple, and *have* a tradition that it was designed for men to pay their devotions in.

Parse fully the words in *italics*. (It is not allowable to parse, instead of a word given, one substituted for it.)

2. Correct (giving your reasons) or justify the following expressions:—

(*a.*) She always appears amiably.

(*b.*) He was heard say worse things.

(*c.*) I believed it to be she.

(*d.*) I have no interests but that of truth and virtue.

3. Write down (in columns) the past tense and past participle of each of the following verbs:—

meet, hurt, sweep, forbear, grow, sling.

4. State in full the rule with regard to the formation of the plural of nouns ending in o; and mention at least four exceptions to the rule.

5. Define the following classes of Adjectives:—

(*a.*) Cardinal Numeral;

(*b.*) Ordinal Numeral;

(*c.*) Pronominal;

and give an example of each.

6. Frame sentences to illustrate the use as adverbs of:—little, best, more, ill.

7. Give six instances of Nouns being used as Adjectives.

8. State fully the force of the Pluperfect Tense and of the Second Future Tense.

9. Give an instance of each of the following:—

(*a.*) The Nominative Absolute;

(*b.*) A Double Comparative;

(*c.*) An Objective Case after an Interjection.

10. Name the two parts of Syntax, and give a definition of each.

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D Papers.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—*One of the map-drawing questions is compulsory. In addition to it only four questions are to be attempted. The Examiner will read only the answer to the map-drawing question and the first four other answers left uncancelled. The questions in this paper are all of equal value, twelve marks being assigned to each.*

Mr. EARDLEY, Head Inspector.
Mr. MURPHY, District Inspector.

1. Draw an outline map of Ireland, showing the principal coast features of Connaught and Munster.

2. Mark, upon the outline map supplied to you, the Orange, Niger, and Zambesi rivers; Capetown, Sierra Leone, and Durban; Abyssinia, and Natal.

3. Draw out a *neat* diagram showing how the seasons are produced, and add *short* explanatory notes.

4. What industries flourish on the Severn and Clyde? Name towns of importance on these rivers.

5. Where are Cronstadt, Simla, Auckland, Palermo, Ava, and Riga?

6. Explain (*a*) how the length of the earth's circumference was determined; (*b*) why degrees of longitude vary in length.

7. Describe as accurately as possible the position of Seychelles and Madeira Islands; Delagoa Bay and Gulf of Pechili; the Fraser and Amur rivers.

8. What countries supply us with (*a*) coffee; (*b*) sugar; and (*c*) wines?

9. Describe the exact position of Melbourne, Patna, Manilla, and Aden; and say what you know about *two* of these places.

10. In what counties are Falmouth, Peterhead, Eton, Wrexham, Galashiels, and Bristol? For what are these towns noted?

ENGLISH LITERATURE.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each. The first question must be attempted by all candidates.*

Mr. STRONGE, Head Inspector.
Mr. MCALISTER, District Inspector.

1. As an exercise in composition, give in your own words the substance of the Essay on Clubs, or write a description of your present school and its routine.

2. "Upon my return home, I fell into a profound contemplation on the evils that attend these superstitious follies of Mankind." Quote, or give a summary of, the remainder of the passage.

3. What were the three tasks which the Spectator's correspondent in the essay on "Sign Posts" proposes to accomplish?

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4. Quote, or give the substance of, the satire on the dress of the women of the period contained in the essay "Indian Kings in England."

5. (*a.*) "Those greater numbers that *palliate* their want of business with a pretence to such *chamber-practice.*"

(*b.*) "Strange that one who has all the birds and beasts in nature to choose out of, should live at the sign of an *ens rationis.*"

Give the context in which these passages occur, and explain the meaning of the words italicised.

6. "Are not these, O Mirzah, habitations worth contending for"? Describe the habitations here referred to.

7. With the rules of what other clubs does the Spectator compare those of the Two-penny Club?

8. Explain, as you would to a class:—

(*a.*) "A surly choleric fellow generally makes choice of a bear."

(*b.*) "Several brevets have been granted for the converting of subalterns into scarf-officers."

9. Quote from "The Deserted Village" the passage in which Goldsmith bids farewell to poetry.

10. Complete the couplets in which the following lines occur:—

(*a.*) But a bold peasantry, their country's pride.
(*b.*) Yet he was kind, or if severe in aught.
(*c.*) Those matted woods where birds forget to sing.
(*d.*) The fond companion of his helpless years.
(*e.*) And the loud laugh that spoke the vacant mind.

ARITHMETIC.—100 Marks.

Male Monitors.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.*

Mr. Dewar, Head Inspector.
Mr. D. P. Fitzgerald, District Inspector.

1. Find, by Practice, the cost of making a fence 13 miles 7 furlongs 25 perches long, at £27 18*s.* 4*d.* per mile.

2. Find the rent of $171\frac{1}{2}$ English acres at £1 4*s.* 6*d.* per Irish acre.

3. The prime factors of two numbers are respectively 2, 5, 11, 11, 17 and 2, 2, 5, 11, 13. Express, in factors, the Least Common Multiple of the numbers.

4. If ·0625 lb. cost ·458*s.*, find the cost of ·0375 of a ton.

5. By how much does the commercial discount on a bill of £445 10*s.*, due 3 months hence, exceed the true discount on the same bill, the rate of interest being 5 per cent.?

6. What vulgar fraction would, if multiplied by ·2916 give the same result as

$$\frac{1\frac{3}{4} \text{ of } \frac{5}{8}}{\frac{11}{12} \text{ of } 1\frac{7}{8}} \div \frac{\frac{4}{5} \text{ of } 1\frac{1}{8}}{\frac{11}{20} \text{ of } 1\frac{1}{14}}\ ?$$

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7. If a beam of timber $37\frac{1}{2}$ ft. long, $2\frac{1}{2}$ ft. wide, and $1\frac{7}{8}$ ft. thick, weigh 10 cwt., find the weight of another beam which measures 100 ft. long, 3 ft. 4 ins. wide, and 3 ft. thick, each cubic foot of the latter weighing $1\frac{1}{4}$ times as much as one of the former.

8. Reduce $\frac{3}{4}$ of $\frac{5}{7}$ of $3\frac{1}{2}$ oz. Avoirdupois to the decimal of $\frac{1}{2}$ lb. Avoirdupois.

9. Add together $3\cdot\dot{2}4\dot{3}$, $\cdot 202\dot{7}$, and $\cdot 5$.

10. If a person whose income is £365 a year spend £8 16*s.* 3*d.* a week for the first 20 weeks, to what must he limit his daily expenditure for the rest of the year so as not to be in debt at the end of it?

Female Monitors.

ARITHMETIC.—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.*

Mr. Dewar, Head Inspector.
Mr. D. P. Fitzgerald, District Inspector.

1. Explain fully, as you would to a class, how to multiply £7 19*s.* 7*d.* by 467. Give the reason for each step in the process.

2. What is the least number that must be added to 275,000 to make it divisible by 369 without a remainder?

What is the least number that must be subtracted from 275,000 to make it so divisible?

3. (*a.*) Explain the term Greatest Common Measure.
(*b.*) Find the Greatest Common Measure of 2072, 2331, and 9250.

4. A person lent £120, and after a certain time received £126 6*s.* 3*d.* for principal and interest; the rate of interest being $3\frac{1}{3}$ per cent., how long was the money lent (simple interest)?

5. What decimal bears the same ratio to $2\frac{1}{5}$ that 1 rood 10 perches bears to 42 acres 2 roods?

6. A contractor engages to build a wall 1,960 ft. long in 19 days, and for that purpose hires 60 men. After 11 days he found that only 840 feet had been built. How many additional men must he employ to finish the work in the stipulated time?

7. A man bought a farm containing 61 acres 2 roods for £1,500, and sold a plot of 5 acres 20 poles at a gain of $33\frac{1}{3}$ per cent.; find the price of the plot sold.

8. 19 lb. 7 oz. of gold at £3 15*s.* per oz. are mixed with 5 lb. 3 oz. of silver at 3*s.* 4*d.* per oz. An ornament weighing $14\frac{9}{16}$ oz. is made from this alloy If the cost of workmanship adds one-half to the value of the ornament, find its cost?

9. Express as a circulating decimal the difference between the square of $\cdot 7$ and the square of $\cdot 7$.

10. Find the True Present Worth of £276 10*s.* 5*d.* due in 219 days at $3\frac{1}{2}$ per cent.

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GEOMETRY AND MENSURATION.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted, of which one and not more than two must be in Section B, and one and not more than two in Section C. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being assigned to each.*

Dr. Alexander, Head Inspector.
Mr. Cussen, District Inspector.

Section A.

1. Prove that equal triangles on the same base and on the same side of it are between the same parallels.

2. The angles at the base of an isosceles triangle are equal, and if the equal sides be produced, the external angles below the base shall be equal. Prove this propositiou.

3. If a right line intersecting two right lines makes the exterior angle equal to its corresponding interior angle, or makes two interior angles on the same side equal to two right angles, the two right lines are parallel. Prove.

4. Write out the three postulates, and the twelfth axiom, namely, that which speaks of one straight line meeting two other straight lines. Explain and illustrate by a diagram what is meant by a "*Supplementary Angle,*" and by a "*Complementary Angle.*"

Section B.

5. Through two given points in two parallels, draw two straight lines forming a rhombus with the parallels.

6. If a diagonal of a parallelogram be either equal to a side or less than a side of the same figure, that diagonal is less than the other. Prove.

7. Given the sum of the side aud perpendicular of an equilateral triangle; construct it.

Section C.

8. The sides of a quadrilateral taken in order are 27, 36, 30, and 25 feet respectively; and the angle contained by the first two sides is a right angle. Find the area.

9. ABCDE is a five-sided figure; the following lengths are in feet:—AC = 16, AD = 12, the perpendiculars from B and D on AC are 8·4 and 4·6 respectively, and the perpendicular from E on AD is 5 feet. Find the area.

10. The sides of a triangle are 5 feet, 12 feet, and 13 feet. Find the area.

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Appendix,
Section III, VII.
Examination Questions.
Male Monitors.
D Papers.

ALGEBRA.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. EARDLEY, Head Inspector.
Mr. MCCLINTOCK, District Inspector.

1. If $a = 4$, $b = 6$, $c = 0$, find the value of—

$$\left\{ \frac{a^2+b^2}{a^2-b^2} \times \frac{a-b}{a+b} - \frac{(a+b)^2-(a-b)^2}{a^3-b^3-28} \right\} \div \tfrac{1}{4} \sqrt{\frac{a^3-b^2c^2}{a+c}}.$$

2. Reduce $\dfrac{4x^4+12x^3-a^2x^2-3a^2x}{12x^3+4x^2-3a^2x-a^2}$ to its lowest terms.

3. Extract the square root of—

$$4a^4+4a^2b-12a^2c+b^2+4a^2bc-6bc+2b^2c+9c^2+b^2c^2-6bc^2.$$

4. The product of two algebraic expressions is—

$$8a^4+2a^2(3b^2-5)-3b^2(3b^2+2)+3,$$

and one of these expressions is $4a^2-3b^2-3$. Find the other.

5. Two men receive the same sum, but if one of them were to receive 14 shillings more and the other 14 shillings and 2 pence less, the former would receive three times as much as the latter. What sum did each receive?

6. Reduce to its simplest form—

$$\frac{3}{2(x-1)} - \frac{1}{2(x+1)} + \frac{x-2}{x^2+1} - \frac{2}{x}.$$

7. Divide the product of—

$$a + \frac{ab}{a-b} \text{ and } b - \frac{ab}{a+b}$$

$$\text{by } a^2b^2\left(\frac{a}{a-b} - \frac{b}{a+b}\right).$$

8. Solve the equation—

$$\frac{x^2+2}{1-9x^2} = \frac{2}{9} - \frac{x}{1+3x}.$$

9. Solve the equation—

$$\frac{x-a^2}{bx} - \frac{a^2+x}{b} = a\left(1-\frac{1}{x}\right).$$

10. In paying two bills, one of which exceeded the other by one-third the less, the change out of a £5 note was half the difference of the bills. What were their amounts?

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BOOK-KEEPING.—50 Marks.

Two hours allowed for this paper

N.B.—*Only five questions to be attempted, one of which must be either No. 1 or No. 2. The Examiner will read only the first five answers left uncancelled, or the first four only if the condition as to Question 1 or Question 2 be not fulfilled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. Eardley, Head Inspector.
Mr. W. J. Browne, District Inspector.

1. Journalise the following entries:—

	£	s.	d.	£	s.	d.
Jan. 1. I have on hand cash, . . .	200	0	0			
Sugar, 36 cwts., ...	72	0	0			
				272	0	0
„ 2. Sold J. Thomson, 13 cwts. at £2 10*s*. . .				32	10	0
Bought of W. Jameson, 15 cwts. at £1 15*s*. for cash, ...				26	5	0
„ 4. Bought of W. Jameson, 6 cwts. at £1 18*s*., .				11	8	0
„ 5. Sold J. Thomson for cash, 17 cwts. at £2 5*s*., .				38	5	0
„ 6. Took stock, and found on hand—						
	£	s.	d.			
Cash, ...	212	0	0			
Sugar, 27 cwt., ...	54	0	0			
				266	0	0

2. Post these transactions in the necessary Ledger accounts, and close the accounts.

3. What information is afforded by the balances of the following accounts:—Cash, Wm. Robertson, Profit and Loss?

4. Explain clearly how entries are traced from Waste Book to Journal, from Journal to Ledger, and from one part of the Ledger to another.

5. What is meant by my "net estate," and how is it found?

6. When closing my accounts, I find that John Cooke owes me £150: how does this debt appear in my new books?

7. Explain how Real Accounts are closed, and why; and mention one that forms an exception to the general rule.

8. What are Fictitious Accounts? Name some, and state which is the most important of them.

9. I hold W. Donnelly's Acceptance for £280, and get it discounted at the Ulster Bank, for £263 4*s*. Journalise this transaction.

10. When are Personal Accounts necessary, and why; and what is the rule for making entries in such accounts?

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Appendix.
Section III., VII.
Examination Questions.
Male Monitors.
D Papers.

AGRICULTURE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. SULLIVAN, Head Inspector.
Mr. KELLY, District Inspector.

1. Describe the method of treating potatoes from the time they are raised until they are finally stored.

2. How may the blank spaces in a plot of mangles be filled?

3. Specify the precautions to be taken against mustiness in the case of barley.

4. What are the chief rules to be observed in haymaking?

5. What is the method recommended for making a manure heap in the field?

6. How is cauliflower (*a*) propagated, (*b*) protected from frost, (*c*) hardened?

7. Give the names and properties of some of the principal kinds of apples.

8. State what you know of the Welsh breed of cattle.

9. How is rennet prepared and used?

10. Discuss the merits and defects of privet and hornbeam as hedge plants.

Male and Female Monitors.

METHODS OF TEACHING.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. SULLIVAN, Head Inspector.
Mr. HUGHES, District Inspector.

1. What are the advantages claimed for simultaneous reading? How is it carried on?

2. Indicate the uses of Oral Spelling (*a*) in the Junior Classes, and (*b*) in the Senior Classes.

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Appendix. Section III., VII. Examination Questions. *Male and Female Monitors.* D Papers.

3. One of the instructions in teaching Writing is, "attend to details." Specify the details mentioned in the Handbook on School Management.

4. How would you make use of the Ball frame in giving first lessons in Arithmetic?

5. What methods would you adopt to secure the attention of the entire class during a reading lesson?

6. In questioning on the context of a lesson the teacher has a "double task" before him. What is this double task, and how is it carried out by a good teacher?

7. What are the advantages of Transcription when properly taught?

8. There are several ways of receiving answers at a mental arithmetic lesson. Give these, and say which you consider the best, and why.

9. Mention the advantages of committing pieces of poetry to memory.

10. How should Long Division be introduced to Third Class? Illustrate your answer by an example.

NEEDLEWORK.

Female Monitors

Time allowed, seven hours.

Mr. Stronge, Head Inspector.
Miss Prendergast, Directress of Needlework.

Sewing (40 Marks).

As a test of proficiency in this branch candidate will have to execute, on material supplied by Superintendent, a specimen of each of the following:—*Hemming, top-sewing, stitching, running* (a seam run and felled, and a tuck), *a buttonhole* (barred at one end, and rounded at the other); *sewing on gathers* (also known as "stocking-on"); one buttonhole and *one inch* of each of the stitches will be accepted as a sufficient amount of work, and candidate will do well not to attempt more, as she would thereby occupy time required for the other branches of this subject. A small patch (about one inch and a half square) is to be tacked on, and sewn round one-quarter of the outer, and one-quarter of the inner side of the patch, so as to complete one corner of it.

Candidate's examination number is to be plainly marked upon an unworked portion of the specimen.

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Appendix.

Section III., VII.

Examination Questions.

Female Monitors.

D Papers.

KNITTING AND DARNING (20 Marks).

Candidate, having provided herself with a piece of knitting in progress, viz., the leg of a baby's sock, with heel begun, is required to turn and complete this heel in the presence of the Superintendent, picking up stitches for foot, and knitting three or four rounds of it. The sock should have securely stitched to it a label about one inch broad, and one and a half inches long, of white tape or calico, clearly marked with candidate's examination number. Before beginning to turn the heel of the sock, candidate will present it to the Superintendent to be marked by him. (*The candidate must be careful not to neglect doing this.*)

The Superintendent will supply candidate with a small piece of stocking web, which, for convenience of working, she can tack (right side down) upon paper, cutting a square out of the middle of the paper to enable her to see the progress of the darn upon the right side as she works from the wrong. She is to darn a *round* hole, *not smaller than a threepenny-piece nor larger than a sixpence*, running the darn in each direction to about half an inch beyond the hole, and leaving short loops for shrinkage. Both sock and darn, when finished, are to be attached, by a few strong stitches, to the specimen of sewing.

CUTTING-OUT AND DRESSMAKING (40 Marks).

Paper for these tests will be supplied. Both specimens are to be tacked together with needle and thread; *no pins are to be left in them.*

Candidate will be required to cut out a man's shirt (which may be half size only, if preferred), and (for dressmaking test) a closely-fitting bodice for grown person, with long sleeves. One half of the bodice and one sleeve will be accepted as a sufficient test. On each article she will mark distinctly her examination number.

She is requested to comply *as exactly as possible* with all requirements mentioned above.

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VIII—SUMMARY OF THE ANSWERING.

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NEW PRO

Summary of the Answering at the Annual Examin

Year	A Papers.									B Papers.												
	Number Examined.			Number Successful.			Percentage Successful.			Number Examined.			Number who scored 50 per cent. or above, and passed in all essential subjects.			Number who scored 65 per cent. or above, and passed in all essential subjects.			Perc 50 per or a		
	M.	F.	Total	M.	F.	Total	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	M
1897, .	6	–	6	6	–	6	100	–	100	112	135	247	81	109	190	48	62	110	[illegible]	[illegible]	[illegible]
1898, .	3	1	4	3	1	4	100	100	100	324	243	567	315	239	554	223	165	388	[illegible]	[illegible]	[illegible]
1899, .	3	–	3	3	–	3	100	–	100	369	291	660	325	266	591	163	143	306	[illegible]	[illegible]	[illegible]
1900, .	5	2	7	5	1	6	100	50	85·7	358	300	658	346	277	623	264	193	457	[illegible]	[illegible]	[illegible]

OLD PER

Summary of the Answering at the Annual Examina

Year.	Number Examined.			A
	M.	F.	Total.	Numb
1896, . . .	96	55	151	[illegible]
1897, . . .	88	49	137	[illegible]
1898, . . .	123	73	196	[illegible]
1899, . . .	38	25	63	1
1900, . . .	86	53	139	[illegible]

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Appendix.
Section III., VIII.

...AMME.

...NS HELD IN THE YEARS 1897, 1898, 1899, AND 1900.

...	Percentage 65 per cent or above.			C¹ PAPERS									C² PAPERS.								
				Number Examined.			Number Successful.			Percentage Successful.			Number Examined.			Number Successful			Percentage Successful.		
F. M.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total	M.	F.	Total	M.	F.	Total.	M.	F.	Total	M.	F.	Total.
[illegible]	[illegible]	45·9	44·5	191	151	342	174	143	317	01·0	94·7	92·6	236	339	575	190	208	698	80·5	61·3	69·2
[illegible]	[illegible]	67·9	68·4	229	191	420	216	186	402	94·3	97·3	95·7	680	1163	1843	558	918	1474	82·0	78·7	79·9
[illegible]	[illegible]	49·1	46·3	238	190	428	229	190	419	96·2	100·	97·8	762	1812	2274	654	1199	1858	85·8	79·2	81·4
[illegible]	73·7	64·3	69·4	229	193	422	222	189	411	98·9	97·9	97·3	718	1607	2325	818	1326	1944	87·1	82·5	83·6

...GRAMME.

...HELD IN THE YEARS 1896, 1897, 1898, 1899, AND 1900.

A¹ PAPERS.					
Number Successful.			Per-centage Successful.		
	F.	Total.	M.	F.	Total.
[illegible]	25	73	50·0	45·4	48·3
[illegible]	32	68	40·9	65·3	49·6
[illegible]	46	104	47·0	83·0	53·0
[illegible]	18	89	55·2	72·0	61·9
[illegible]	41	110	80·2	77·6	79·1

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